

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	14K071
School Name	Juan Morel Campos Secondary School
Principal	Esther Shali Ogli

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
 - *What theories or hypotheses explain the current student and school outcomes?*
 - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Juan Morel Campos Secondary School
District Borough Number (DBN):	14K071
Grades Served:	6-12
School Address:	215 Heyward Street
Phone Number:	718-302-7900
Fax:	718-302-7979
School Contact Person:	Catherine Bauer
School Contact Person Email Address:	CBauer2@schools.nyc.gov

Principal:	Esther Shali - Ogli
United Federation of Teachers (UFT) Chapter Leader:	Keith Miller
Parents' Association President:	Evelyn Collado
SLT Chairperson:	Keith Miller
Title I Parent Advisory Council Chairperson (PAC):	Ms. Sanford
Student Representative(s) Middle /High School:	Melvin Betances
Student Representative(s) Middle /High School:	Samantha Toro
Community Based Organization (CBO) Representative:	Quenina Wright
School-Based Students in Temporary Housing (STH) Liaison:	Aida Ross

District Information

Geographic District:	14
Superintendent:	David Cintron
Superintendent's Office Address:	215 Heyward Street, Brooklyn, NY 11206
Superintendent's Email Address:	NDixon3@schools.nyc.gov
Phone Number:	718-302-7900
Fax:	7183027979

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Esther Shali - Ogl	Principal or Designee*		
Keith Miller	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Evelyn Collado	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Patricia Graham	District Council 37 (DC 37) Representative (staff), if applicable		
Evelyn Collado	Title I Parent Advisory Council Chairperson (or alternate)		
Melvin Betances	Student Representative (Required for middle and high schools)		
Samantha Toro	Student Representative (Required for middle and high schools)		
Quenina Wright	CBO Representative, if applicable		
Camille Stephens	csa		
Zulema Jones Enoe	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
na	na	
na	na	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	At Juan Morel Campos our mission is to ensure all students graduate with the skills and knowledge to be successful, productive citizens of the global community by ensuring we provide them with a rigorous academic education, opportunities to demonstrate peer leadership, and an understanding of their civic responsibilities to society.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Juan Morel Campos Secondary School (JMCCS) is a Title I SWP school located in the South Williamsburg neighborhood of Brooklyn, NY and serves students and families who mostly reside in the communities surrounding the school, Williamsburg, Bedford-Stuyvesant, and Bushwick. More specifically, students are concentrated in a small list of New York City Housing Authority (NYCHA) developments: Bushwick, Roosevelt, Borinquen, Marcy, Sumner, and Tompkins Houses. The school currently enrolls 494 students in grades 6-12 and has high concentrations of students who grapple with multiple risk factors as learners (poverty, chronic physical and/or mental health issues, ELL status, IEP status, chronically absent, interrupted education, homelessness and food insecurity). The school qualifies for universal free lunch, an indicator of high poverty. Additionally, 13% of families report living in temporary housing, about 32% of students were chronically absent in the previous school year, 29% of students are Spanish speaking English language learners (ELLs), many ELLs are recent immigrants from Caribbean and Latin American countries, 6% are students with interrupted formal education (SIFE), and 30% of students have an Individualized Education Program (IEP), to name just a few of the risk factors that are present and prevalent in the school community. The student body is 73% Hispanic, 20% Black, 6% White, and 1% Asian. The student body is 55% male and 45% female. In early 2019, the school was designated 'in good standing' by NYSED, after 4 years under state receivership, which overlapped with four years of support under a federal School Improvement Grant (SIG) in the Transformation model which helped to augment existing programs and provide additional resources, coaching, and professional learning opportunities. The school earned the 'good standing' designation 2019-20 CEP as a result of dramatic gains in testing performance across all grade levels, graduation rates and college readiness. The school prides itself on being a partner, advocate, and support for students and their families as they confront the many challenges described above. The school is small enough that students can be well-known to multiple adults in the community, which ensures access to targeted and appropriate supports. Adult teams are a critical force in the school for organizing and delivering student supports. Throughout its years under Receivership, the school held firm to its beliefs about what students need and deserve, and especially its vibrant arts program. This longstanding "talent" program offers all students access to the arts program of their choice as part of their regular class schedule every day. All students take visual arts, theater, dance or instrumental music and the school hopes to resurrect chorus programs which were lost in recent years. Furthermore, the school is committed to all of its students graduating high school with the option of attending a two or four-year college or university. In June 2019, 98% of the graduates did so, with 60% enrolled at four-year, and 38% at two-year colleges. Many of our students will be the first person in their family to have the opportunity to attend college. Our college office continues to support our graduates into their college years around issues of financial aid, transfers and connecting them to the academic and social supports needed to keep on track toward their college degrees. Lastly, the school tends to diverse needs and is proud of the adult teams who work tirelessly to individualize their efforts to meet the many social, health, and academic needs of the student body while holding them to high expectations academically. The school's vision and mission statements encapsulate this delicate balance between meeting students where they are developmentally as social and academic beings while holding all students to the highest expectations for outcomes in post-secondary education, careers and as active members of their communities. In addition to the internal values and beliefs expressed by the vision and mission statements that drive the work of the school staff, there are crucial partnerships that have anchored student experiences in their immediate and broader communities. Long-time arts partners NURTUREart, BRIC, Metropolitan Museum of Art, Arthur Miller Foundation, Theatre Development Fund and Little Kids Rock connect students to internships and experiences in professional arts contexts throughout the year. Teaching artists from these organizations work with students in independent study, advanced art, and content area courses to connect art-making to post-secondary opportunities and challenging academic content. The school's disciplinary practices are infused with restorative practices that seek to balance the security and safety of all students with their opportunities for growth as and compassionate and empathic members of their community. These practices work to access student voice in structured environments to help students develop self-awareness, self-advocacy, leadership capacities, and conflict resolution skills. We continue to expand opportunities for development of student leadership and role models for younger students. We were among the first schools in New York City to incorporate the PERC/TAS program from CUNY that teaches students to serve as teaching assistants in Regents STEM courses, and continue to be one of eight across the City to follow the model. We complement this with Peer Group Connection from the Center for Supportive Schools in which members of the upper classes serve as peer mentors to incoming 9th graders. Through these two programs, every student in our high school has at least one, often more, peer to connect with and provide support and inspiration. We are presently exploring options to launch the middle school Peer Group Connection for 8th graders to mentor incoming 6th graders. For the past several years, Grand Street Settlement continues to implement a range of targeted interventions and services, including individual and group counseling, tutoring, internships, enrichment field trips, workshops, and intensified family outreach. Grand Street Settlement continues to play a vital role in the school's positive behavior structures and restorative practices by partnering with teachers, deans and school counselors. The school plans for these structures and services to help more students engage with the school community more meaningfully and to overcome potentially destructive risk factors in their lives. In 2019-2020, Juan Morel Campos will become a College Board School, with core curriculum aligned to prepare all students for Advanced Placement coursework in the 11th and 12th grades. As an AP for All school, we are building our program so that by 2020 we will be offering 6 Advanced Placement courses in biology, statistics, English Literature, Advanced Research, U.S. History and Spanish Literature. Part of this realignment includes the middle school curricula to prepare all 8th grade students to take Regents level algebra and living environment.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA Springboard	6-8	Springboard	
ELA Engage ny	9-12	ELA Engage ny	
Math Engage ny	6-12	Math Engage ny	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Across the middle school, students do not attempt to answer questions they are unsure of.	21/22 NYS ELA exam	Students don't have requisite tools to persevere through challenging questions. Students do not use vocabulary strategies to determine the meaning of unfamiliar words. Students feel heightened anxiety and skip questions they do not understand.
Students need to acquire Tier 2 vocabulary	21/22 ELA exam	Cross-curricular words are not used frequently across topics and content areas. Tier two words are not common words used in conversation, making them a significant obstacle especially for ELL students. Students do not use vocabulary strategies while reading text passages to practice and reinforce Tier 2 comprehension.
Students avoid reading long passages.	iReady	Students academic habits (reading avoidance) -Not fluent readers in their home language SIFE students, unfamiliarity with reading for long periods, lack of academic perseverance to attempt challenging passages

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	15	By June 2023, proficiency in Elementary/Middle School ELA for English Language Learners will increase 5 percentage points, from 15% to 20%, as measured by NYS ELA Exam Results.
Students with Disabilities	7	By June 2023, proficiency in Elementary/Middle School ELA for Students with Disabilities will increase 5 percentage points, from 7% to 12%, as measured by NYS ELA Exam Results.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/21			
Marking Period Grades	% of Passing Students	15%	17% of ELL students will score above 75 for marking period	18% of ELL students will score above 75 for marking period	20% of ELL students will score above 75 for marking period
Marking Period Grades	% of Students Passing	7%	10% of SWD students will score above 75	11% of SWD students will score above 75	12% of SWD students will score above 75

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/15/2022	01/31/2023	Classroom tasks have high-leverage vocabulary embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for reading comprehension, annotation and analysis.
09/15/2022	01/31/2023	Student progress is measured through periodic assessments looking at individual and grade-wide progress through an inquiry focus on assessment tasks.
09/15/2022	01/31/2023	ELA classes focus on Tier 2 and Tier 3 vocabulary and strategies to determine unfamiliar vocabulary words.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	05/04/2023	Classroom tasks have high-leverage vocabulary embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for reading comprehension, annotation and analysis..
02/01/2022	05/04/2023	Student progress is measured through periodic assessments looking at individual and grade-wide progress through an inquiry focus on assessment tasks.
02/01/2022	05/04/2023	ELA classes focus on Tier 2 and Tier 3 vocabulary and strategies to determine unfamiliar vocabulary words.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2023	Vocabulary workshop	Grand street settlement
		n/a	n/a

Human Resources	Teachers and CBO partners
Instructional Resources	Rewards/
Schedule Adjustments	na
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students demonstrate a lack of mathematics-based vocabulary	21/22 Math exams (grade 6, grade 7)	Students do not have tools to persevere when they do not understand the question being asked. Students face significant language barriers when working through math problems.
Students math skills are far below grade level at the beginning of the academic year.	iReady mathematics data	Pandemic, math instruction uneven in students prior environments, students new to the country or new to NYC schools.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	8%	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 5%, from 8% to 13%, as measured by NYS Math exam, iready.
Students with Disabilities	5	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 5%, from 5 to 10%, as measured by NYS Math Exam Results.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/21			
Marking Period Grades	% of students passing	8%	10% of ELL students will obtain a grade of 75 or better	11% of ELL students will obtain a grade of 75 or better	13% of ELL students will obtain a grade of 75 or better
Marking Period Grades	% of passing students	4%	5% of SWD students will obtain a grade of 75 or better	7% of SWD students will obtain a grade of 75 or better	10% of SWD students will obtain a grade of 75 or better

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/15/2022	01/31/2023	Ensure all Math lessons have embedded rigorous state test aligned questions daily
09/15/2022	01/31/2023	Provide students with appropriate scaffolds for practice questions
09/15/2022	01/31/2023	Provide in class language support specifically for tier 3 vocabulary

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Ensure all ELA lessons have embedded rigorous state test aligned questions daily
02/01/2023	06/30/2023	Provide students with appropriate scaffolds for practice questions
02/01/2023	06/30/2023	Provide in class language support specifically for tier 3 vocabulary

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/31/2022	12/31/2023	Provide families with workshop on practicing vocabulary	GSS
01/21/2022	06/30/2023	Provide families with weekly vocabulary practice	n/a

Human Resources	Teacher Time
Instructional Resources	Rewards/Khan/Mastery connect
Schedule Adjustments	N/A
Other Resources Needed	n/a

AREA OF CONCENTRATION HIGH SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students struggle with attempting questions they are uncertain of.	21/22 ELA regents exams	Students lack the background knowledge and schema to confidently deconstruct questions being asked.
Tier 2 and 3 Vocabulary acquisition	21/22 ELA regents	Tier 2 and 3 vocabulary need additional reinforcement content classes. Reading below grade level

High School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities	68	By August, 2023, High School ELA for Students with Disabilities will Increase 3%, from 68 to 71, as measured by ELA Regents.
English Language Learners	62	By August, 2023, High School ELA for English Language Learners will Increase 3%, from 62 to 65, as measured by ELA Regents.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/19			
Marking period grades in ELA (comprised of at least 3+ summative-based Regents-aligned assessments)	% of passing students	68% pass rate on ELA regents	69% of students will pass 11th grade ELA MP1	70% of students will pass 11th grade ELA MP3	71% of students will pass 11th grade ELA MP6
Marking period grades in ELA (comprised of at least 3+ summative-based Regents-aligned assessments)	% of passing students	62% passing ELA regents	62% of students will pass 11th grade ELA MP1	63% of students will pass 11th grade ELA MP3	65% of students will pass 11th grade ELA MP6

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/01/2022	01/31/2023	Classroom tasks are heavily Regents-aligned with high-leverage embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for reading comprehension, annotation and analysis.
10/01/2022	01/31/2023	Student progress is measured through periodic Regents-aligned assessments looking at individual and school-wide progress through an inquiry focus on Regents tasks.
10/01/2022	01/31/2023	ELA classes focus on Tier 2 and Tier 3 vocabulary and strategies to determine unfamiliar vocabulary words.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/11/2023	Classroom tasks are heavily Regents-aligned with high-leverage embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for reading comprehension, annotation and analysis.
02/01/2022	06/11/2023	Student progress is measured through periodic Regents-aligned assessments looking at individual and school-wide progress through an inquiry focus on Regents tasks.
02/01/2022	06/11/2023	ELA classes focus on Tier 2 and Tier 3 vocabulary and strategies to determine unfamiliar vocabulary words.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/30/2023	Weekly outreach with progress monitoring	GSS
		n/a	n/a

Human Resources	Parent Coordinator
Instructional Resources	Engage Ny
Schedule Adjustments	NA
Other Resources Needed	NA

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students struggle with attempting questions they are uncertain of.	20/21 Algebra exams	Students lack the background knowledge and schema to confidently deconstruct questions being asked.
Tier 2 and 3 Vocabulary acquisition	20/21 Algebra, Geometry & Algebra 2 exams	Tier 2 and 3 vocabulary need additional reinforced in content classes.

High School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	61	By August, 2023, High School Math for English Language Learners will increase 4, from 61 to 65, as measured by Algebra 1 regents.
Students with Disabilities	62	By August, 2023, High School Math for Students with Disabilities will increase 3, from 62 to 65, as measured by Algebra Regents.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/19			
Marking period grades in Math (comprised of at least 3+ summative-based Regents-aligned assessments)	% of student passing	61.8% average pass grade on Alg regents	at least 61% of ELL students passing MP1	at least 62% of ELL students passing MP3	at least 65% of ELL students passing MP6
Marking period grades in Math (comprised of at least 3+ summative-based Regents-aligned assessments)	% of students passing	61.8% average pass grade on Alg regents	at least 61% of SWD will pass MP1	at least 62% of SWD will pass MP3	at least 65% of SWD will pass MP6

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/01/2022	01/31/2023	Math curriculum allows for multiple entry points and addresses unfinished learning. Curricular adjustments are made based on department inquiry rooted in formative assessment data.
10/01/2022	01/31/2023	Classroom tasks are heavily Regents-aligned with practice questions embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for regents questions.
10/01/2022	01/31/2023	Student progress is measured through periodic Regents-aligned assessments looking at individual and school-wide progress through an inquiry focus on Regents tasks.
10/01/2022	01/31/2023	In-class language support specifically for tier 3 vocabulary

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the

goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/11/2023	Math curriculum allows for multiple entry points and addresses unfinished learning. Curricular adjustments are made based on department inquiry rooted in formative assessment data.
02/01/2022	06/11/2023	Classroom tasks are heavily Regents-aligned with practice questions embedded in all lessons to familiarize students with language. Students receive appropriate scaffolds for regents questions.
02/01/2022	06/11/2023	Student progress is measured through periodic Regents-aligned assessments looking at individual and school-wide progress through an inquiry focus on Regents tasks.
02/01/2022	06/11/2023	In-class language support specifically for tier 3 vocabulary

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/30/2023	Weekly outreach with progress monitoring	GSS
		n/a	n/a

Human Resources	Per Session for teachers who work after school
Instructional Resources	Engage ny
Schedule Adjustments	na
Other Resources Needed	na

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students need increased support in dealing with mental health.	Significant increase in the number of referrals in SY 2021-22, significant increase in grade and department team discussions about student mental health issues, increase in behaviors related to a decline in mental health.	The pandemic caused instability in our students' lives. Many students lost family members, and were forced to take on the responsibility of being the main financial provider, as well as being unstable housing accommodation. As our students have returned from these uncertain circumstances, they continue to navigate a return to traditional schooling with uncertainties and increased pressures.
Students need significant social emotional support beyond what can be provided in an everyday classroom setting.	NYU clinic and CBO intake data demonstrates that many students are struggling with everyday tasks, academics, organization, and feeling overwhelmed without coping skills.	As mentioned previously, as students continue to navigate the return to a post-pandemic academic world, students struggle with anxiety, stress, aggression, behavioral challenges, and many other issues.
Students need structure and guidance for how to deal with bullying (in person or cyber).	School survey 21-22, OORS data, increase in classroom behaviors.	Low self esteem, inability to socially engage with each other due to being isolated during the pandemic.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	88%	By August, 2023, practices related to Social-Emotional Support will improve 5%, from 88% to 93%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Safety & Restorative Approaches to Behavior	79%	By August, 2023, practices related to Preventing Bullying will improve 6%, from 79% to 85%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Equity & Student Voice	91%	By August, 2023, practices related to Guidance will improve 4%, from 91% to 95%, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/21			
SEL SCREENER	% OF STUDENT IN "NEED"	88%	20%	15%	10%
SUSPENSION RATE	NUMBER OF SUSPENSIONS	79%	10	7	5
SEL SCREENER	STUDENTS IN "NEED"	91%	20%	15%	10%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	10/01/2023	Build schedule of SEL activities to be completed by all students across grades to build sense of community.
10/01/2022	01/31/2023	Weekly restorative circles with entire middle school
10/01/2022	01/31/2023	PGC groups for 6th and 9th graders

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Weekly restorative circles with entire middle school
02/01/2023	06/30/2023	GC groups for 6th and 9th graders
02/01/2023	06/30/2023	Youth Voice meetings

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/30/2023	How to talk to your teenager workshops, Parent workshops	GSS
09/08/2022	06/30/2023	Workshops for parents on cyberbullying	GSS

Human Resources	Na
Instructional Resources	PGC curriculum
Schedule Adjustments	na
Other Resources Needed	GSS and PGC

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Lower chronic absenteeism	New Visions heat map	Pandemic caused disengagement with our older students. Many students had to assume the responsibility of being the sole financial provider.
Improve attendance for seniors	New Visions data Map	Lack of interest as seniors, lack of engagement and low credit accumulation. Many students began working during the pandemic as a means to financially support their family.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	20	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 20 to 15%, as measured by New Visions Attendance Heat Map.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/21			
New Visions Attendance Heat Map	Chronic Absenteeism	20%	18%	17%	15%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/24/2022	10/01/2023	Activate all parents on their NYSCA accounts, parents and students on PupilPath, and train all staff on the features of Kinvoled messaging app. Update all school records for parent contact info and realign communication tools for all staff to have access to current information.
10/02/2022	12/23/2023	Continue outreach to all chronic absentees through phone bank systems which track outreach and results in shared information systems. Coordinate with district Attendance Teacher to support outreach. Clarify steps of escalation among school based attendance team. Priority focus on severely chronic absentees and LTAs with personalized outreach.
01/01/2022	01/29/2023	Semester progress reports shared through PupilPath, reviewed by grade teams and coordinated for 1:1 outreach to students who are chronically absent. Kinvoled messaging app linked to students personal phones by assigned mentors for daily encouragement.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	03/31/2023	Continue biweekly attendance team coordinating progressive interventions, modifying and individualizing supports to students and families based on the identified and demonstrated needs. Monitor Kinvoled messaging usage by staff and engage those demonstrating low usage in trainings to enhance skills and pair with high-use staff member for peer support.
05/01/2022	06/18/2023	Review examples and patterns of success and challenges to the interventions and supports for chronic absentees. Identify practices to continue, modify or discontinue. Incorporate feedback from grade teams to review structure and membership of attendance team and identify those staff best suited to improve impact for following school year.
		n/a

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Weekly outreach to families	Grand street settlement
		n/a	n/a

Human Resources	Parent Coordinator and CBO
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students IEP goals do not match requirements of HS diploma	21/22 Sesis	Students enter JMC with IEP's written for elementary school setting
Students IEP goals do not match requirements of HS diploma	21/22 Sesis	Teachers are not setting challenging goals for students in IEPs

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP) by Increase 10, from 75% to 85, as measured by IEP Review before finalizing..
SWD who are also English Language Learners (ELL)	50	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve Recommended programs and services by Increase 10, from 50% to 60, as measured by Program Service Report.
All Students with Disabilities	60	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities, we will improve Timeliness of IEP completion by Increase 10, from 60% to 70, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/1/21			
IEPs as reviewed by an administrative and teacher-leadership team will review the IEPs for all students with disabilities	Alignment of IEPs across present level of performance (PLOP).	75%	80%	85%	90%
IEPs as reviewed by an administrative and teacher-leadership team will review the IEPs for all students with disabilities who also receive ENL services	Recommended programs and services.	50%	50%	55%	60%
SE SIS completion reports	number of IEP's completed	60%	60%	65%	70%

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/28/2022	06/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review each program and be sure it is aligned to the IEP recommendations.
09/18/2022	06/28/2023	Develop appropriately rigorous standards-aligned annual goals	Using standards baseline assessments. Ongoing training provided by teacher leaders, school psychologist, OT and speech teacher as appropriate. Teachers receive additional training around grade level standards and goal writing.
09/11/2022	06/28/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Meet as a committee to review each child's placement within the general education curriculum, to ensure least restrictive environment.
09/11/2022	06/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Committee will review each program to reflect the alignment of the IEP recommendations.
09/11/2022	06/28/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Transitional meeting with students to ensure vocational assessments and post-secondary goals planning reflect student voice. Utilize a school-wide shared vocational assessment to facilitate productive discussion.
09/11/2022	06/28/2023	Conduct IEP meetings within specified compliance dates	Calendar and scheduling IEP meeting with the assistance of our Family Worker
09/11/2022	06/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Using a system of checks and balances to ensure the proper steps are taken for appropriate referrals.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/07/2022	06/30/2023	Collaborate with families on IEPs	NA
		n/a	n/a

Human Resources	Teachers, Assistant Principal, IEP Teacher, School Psychologist
Instructional Resources	na
Schedule Adjustments	na
Other Resources Needed	na

AREA OF CONCENTRATION GRADUATION RATE

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Drop out rate	19/20 State report card	Pandemic led to disengagement of older students. Because of the early pandemic disengagement many students fell behind in credit accumulation and lost interest in school, or continued working instead of reengaging in school.
Chronic Absenteeism	19/20 State report card	Pandemic led to disengagement of older students. For many students they are the only English speaker in the family so they are responsible for appointments, taking care of siblings. Many older students also so work after school so getting up in the morning to come to school is difficult.

Graduation Rate SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	71%	By August, 2023, Graduation Rate for All Students will increase 5%, from 71% to 76%, as measured by 4 year graduation.
All Students	79%	By August, 2023, Graduation Rate for All Students will increase 5%, from 79% to 84%, as measured by 6 year graduation.
Hispanic	81%	By August, 2023, Graduation Rate for Hispanic will increase 3%, from 81% to 84%, as measured by 4 year graduation rate.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		09/01/21			
Progress towards graduation requirements	% of students on track to meeting graduation requirements within 4 years	37%	67% of cohort students will pass courses required to meet graduation requirements	68% of cohort students will pass courses required to meet graduation requirements	71.5% of cohort students will pass courses required to meet graduation requirements
Progress towards graduation requirements	% of SWD students on track to meeting graduation requirements within 4 years	37%	50% of cohort students will pass courses required to meet graduation requirements	52% of cohort students will pass courses required to meet graduation requirements	55% of cohort students will pass courses required to meet graduation requirements
Progress towards graduation requirements	% of students on track to meeting graduation requirements within 4 years	50%	51% of cohort students will pass courses required to meet graduation requirements	53% of cohort students will pass courses required to meet graduation requirements	55% of cohort students will pass courses required to meet graduation requirements

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/01/2022	11/15/2023	Meet with each student and family to set goals and chart path to graduation
10/01/2022	01/31/2023	Mentors meet with students weekly to monitor progress in courses
10/01/2022	01/31/2023	Provide students in danger of failing needed courses with daily check ins

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/11/2023	Meet with each student and family to set goals and chart path to graduation
02/01/2022	06/11/2023	Mentors meet with students weekly to monitor progress in courses
02/01/2022	06/11/2023	Provide students in danger of failing needed courses with daily check ins

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2022	08/20/2022	Monthly mentor/mentee meetings	GSS
		n/a	n/a

Human Resources	Per session for teachers who work with students afterschool
Instructional Resources	na
Schedule Adjustments	na
Other Resources Needed	CBI coach, PGC

AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students do not answer long answer questions on regents exams so do not achieve CCCR scores	20/22 Regents exams	Students do not have the requisite tools to persevere

College, Career & Civic Readiness (CCCR) SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	70%	By August, 2023, College, Career & Civic Readiness (CCCR) for All Students will increase 4%, from 70% to 73, as measured by graduated college ready (met CUNY's standards for avoiding remedial classes).

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/19			
ELA and Math grades	% of students passing in class	24%	24% of students 1st marking period	26% 3RD mp	30% 6TH MP

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/01/2022	01/31/2023	Regents Prep classes for students who have not reached college readiness scores
10/01/2022	01/30/2023	Regents questions embedded in lessons in all HS math and 10th&11th grade ELA classes
10/01/2022	01/31/2023	Provide afterschool tutoring in ELA and math.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/26/2023	Regents Prep classes for students who have not reached college readiness scores
02/01/2022	06/26/2023	Regents questions embedded in lessons in all HS math and 10th&11th grade ELA classes
02/01/2022	06/26/2023	Provide afterschool tutoring in ELA and math.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this

action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	08/20/2023	Weekly mentor/mentee meetings	GSS

Human Resources	Per session for teachers who meet with students afterschool
Instructional Resources	na
Schedule Adjustments	na
Other Resources Needed	CBI coach, PGC

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
ELA tier 2	Test scores	Small group instruction	Teacher	During the school day	no
ELA tier 3	Test scores	Individual	teacher	during the day	no
Math tier 2	Test scores	Small group	teacher	during the day	iready

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
tier 3	referral	counseling	one to one	CBO	no
Tier 2	referral	therapy yoga	small group	CBO	no
Tier 2	referral	Therapy dog	Small group	CBO	

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	78
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Describe the services you are planning to provide to the STH population.	We are a community school, we provide wrap around services including housing support, a food pantry, immigration support. For students we have an extend day with afterschool, we also have facilities for students to wash their clothing. Through our CBO we have social workers and therapists to provide expanded mental health services.
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Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Reivership schools must commit to 200 student contact hours of ELT.

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	We have an afterschool program run by Coalition for Hispanic Families.
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2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	NA
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3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	NA
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>14K071 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

14K071, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	14
Borough:	Brooklyn
School Number:	071

B. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Esther Shali-Ogli
Assistant Principal	Jason Rosenbaum
Bilingual Teacher	Nickoleta Lytras
English as a New Language Teacher	Mary Williams-Elibert
School Counselor	Jennifer Curtis
ELA Teacher - middle school	Keith Miller
ELA Teacher - high school	Emily Waelder
Parent	Evelyn Collado
Parent Coordinator	Nereida Pena
Related-Service Provider	Deena Hold

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	5
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	6
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	6

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1
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D. Student Demographics

Total number of students at your school (excluding pre-K):	483
Total number of current ELLs at your school:	117
Total percentage (%) of current ELLs at your school:	24%
Total number of former ELLs at your school:	19
Total percentage (%) of former ELLs at your school:	4%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	ICT	Spanish	2018										1	1			2
TBE	SC	Yiddish	1990							1	1	1	1	1	1	1	7
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 1	total: 1	total: 1	total: 2	total: 2	total: 1	total: 1	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Students who are entering and emerging are programmed for a freestanding class during the school day (240 minutes per week) and these students are together across grades 9-12.</p>
<p>Integrated English as New Language (ENL)</p>	<p>For integrated classes, all students are programmed heterogeneously in co-teaching classrooms with ENL certified teachers working in partnership with a content licensed teacher. The number of ENL co-teaching classrooms a student is programmed for is dependent on their NYSESLAT performance level, in accordance with the minutes and units of study per CR Part 154.2. In grades 6-8, students are programmed heterogeneously as a travel class with an ENL teacher providing services/support based on the student's NYSESLAT level to ensure minimum mandates of CR Part 154.2 are fully met. Additionally, Entering and Emerging ELLs in middle school are scheduled for 3/wk small group stand-alone English language classes. These co-teaching classes are maintained during remote instruction just as they would be for in-person instruction. During remote instruction, the ENL teacher makes additional outreach for individualized support beyond the full-class meeting.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Students in the bilingual program receive one 46-minute period of Language Arts instruction in their home language in addition to one 46-minute period of bilingual math, and one 46-minute period of science as part of their school day. Dual Language = N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>MLL students all receive ELA instruction with both a content teacher and an ENL certified teacher. In addition, students who require additional services are programmed to receive one or two other content (social studies, math and science) in a class that has both a content teacher and an ENL teacher. The number of classes for which they are programmed with an ENL teacher is based on their NYSESLAT performance level. Performance levels and mandated minutes are reviewed by a team which includes the ENL coordinator, programmer, guidance counselors and Assistant Principal. In the TBE program students are programmed for an HLS class daily. All students who require a freestanding ENL class as per CRPart154 are programmed for a daily class.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>In the Yiddish program, all core content is taught bilingually.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>English Language Arts, Math, Science, Social Studies) and English language development instruction includes home language supports and appropriate ELL scaffolds including: academic vocabulary focus, integration of oral and written language instruction into content areas, regular, structured opportunities to read and write in both home language and English. Teachers build specific scaffolds into daily instruction including: WIT sentence strategies, sentence frames/sentence starters, graphic organizers, and connections to prior knowledge. All scaffolds are designed and implemented by a combination of ESOL and content certified teachers.</p>

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>percentage Newcomers: 10% (12 of 117) Newcomer SIFE: 16% (2 of 12) We program SIFE students into smaller classes with more instructors, such as ICT classes. Also, we maintain a flexible grading policy that allows students to progress at variable pace depending on their readiness for the course content. While alignment to NGLS is maintained, we identify 'power standards' to focus the student on the most important elements of the course that will prepare them to progress to the next level. Additionally, our Newcomers get programmed into all core classes with an ENL teacher, beyond the required minutes as per CRPart 154. Extra attention from our School Counselors goes to newcomers and their families to explain the NYC and NYS public educational system, along with graduation requirements, and we continue to support them and their families to highlight where they are, and are not, on track to graduation.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>34% (40 of 117) of ELLs have been classified as such for 5+ years, designating them as Long-Term ELLs. Long Term ELLs are provided with additional support beyond their NYSESLAT mandated number of instructional minutes. They are also encouraged to attend after school programs which focus on instructional support, social-emotional growth and building background knowledge in subject areas that they may have gaps in from experiencing early education in their home countries. In content classes, they are consistently provided with English content material with releasing scaffolds in their home instruction depending on the students level of development and comfort. This releasing scaffolds encourage the students to become less dependent on translations and work more independently with English content in order to consistently develop the skills needed to continue to progress.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Our April 2022 ELL Data Analysis Tool reports that we have 19 students as former ELLs. This represents 4% of our students. Former ELLs up to two years after exiting ELL status are carefully monitored for progress toward graduation and receive tutoring and small group intervention when needed.</p>

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>17 students achieved commanding on the NYSESLAT. At the middle school, students are clustered around expanding with higher outlier levels trending towards transitioning. At the high school level, our students also cluster at expanding with the 11th grade class showing the most significant year-to-year stagnation. 12th grade has a significant number of emerging students who are part of the Bilingual Yiddish program and are classified as intellectually disabled and are alternately assessed. On a grade-breakdown, we see students who perform low in the NYSESLAT across modalities in the 11th grade. When we disaggregate this data we see that there are multiple cohorts represented, thus indicating that students who are not making sufficient progress toward graduation to qualify for advancement to the next grade level, are also underperforming in their acquisition of English language. We have tried to better understand the cause-effect of this, and we see that these students are largely represented in two groups: 1. MLL students with IEPs and students with chronic absenteeism. We do not see this stagnation of progress among students who maintain over 85% attendance. Speaking and Listening consistently have the greatest progress, with reading as a modality lagging those verbal skills, and we consistently see writing skills for our ELLs being the lowest performing modality.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>There is a direct relationship between students' NYSESLAT performance and their performance on other state assessments. With our rigorous and targeted Regents preparation in high school subjects, we see some students out-perform on their Regents as might be expected by their modest NYSESLAT progress. We have a small number of students each year place out of ENL service as a result of passing their ELA Regents exam.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>We see a close correlation between attendance and progress for ELLs in NYSESLAT modalities. We have over 80% of ELLs with 3 or more at-risk indicators, which tells us that we must provide close and full support to our MLL students as well as their families. We coordinate with our resident Community Based Organization to identify the individual needs of families and match them up with city services as well as those that we can provide, such as workshops with immigration lawyers, health clinic services and an in-school food pantry.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Both our Parent Coordinator and our CBO director conduct meetings in both English and Spanish. Through our CBO we provide immigration and legal services. In addition, we host evening and weekend ESL classes for adults. Our PTA is making a special and concerted effort to recruit the involvement of parents of ELLs and parents of recently enrolled ELL/MLL. We aim to have at least one officer of the PTA from that group, and have the PTA partner with our Community Schools organization to host events in the community that will help families better integrate and access resources that will benefit the education of their children.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>We have students from every racial ethnic background but predominantly from the Americas. We have reviewed all curricula and have ensured that literally works from multiple racial/ethnic backgrounds are included, additionally we are offering a Black history elective which includes the history of the peoples of the Americas.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>ELLs with IEPs and SIFE struggle to make significant progress reading and writing. IEP students have more stagnation in their reading growth, and tend to grow as writers until they hit a plateau around the Transitioning level. SIFE students don't reflect the same growth-plateau pattern, but show slower but steady growth. A subset of SIFE students show a pattern of slow initial growth, followed in year 3-5 with an accelerated growth toward Commanding.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>We program students with disabilities and MLLs first to ensure we meet their mandates. We examine our core curriculum for language support and department teams revise unit/lesson plans to build in explicit vocabulary instruction and language supports throughout. ENL teachers are part of our ILT to ensure that MLLs are considered at every step of our instructional planning.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Classes with an ENL co-teacher are taught in English with language support and content scaffolds from ENL co-teacher. Bilingual classes are taught in alternating languages for full -class instruction and during s mall group work the teachers vary their language use depending on the level of language development, so that student progress throughout the year toward a greater percentage in their new language with less reliance on the dominant language. All classes front load vocabulary to support ELLs toward content mastery. All classes utilize the EngageNY, New Visions or College Board curricula, ensuring alignment to the NGLS. Instruction in all but the TBE classes is in English. Instruction in the TBE classes is in Spanish/English or Yiddish/English.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Strengthening of individualized supports for Entering and Emerging ELLs in the bilingual program, and a focus on writing in ELA classes. Given the preponderance of remote learning since March 2020, our coming year will focus on reading and writing gaps which we expect will be more pronounced in the absence of in-person instruction. Our assessments show that students have progressed, or at least maintained, their levels in listening and speaking, but have lacked rigor in their reading and writing during remote learning. All classes, except for the stand-alone ENL for Entering and Emerging, are programmed in integrated classes with a majority of English speaking, General Education students. Our programming team reviews classes to ensure that students have the least restrictive environment possible while meeting their mandated instructional needs.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use Rewards, NWEA-MAP, iReady, Think through Math, Lexia , Castle Learning and Stari during dedicated AIS periods to provide students with individualized supports . All intervention is offered in English. Students in Bilingual programs may receive intervention in a mixture of their dominant language to foster literacy skills across all language domains. Wilson targets ELL/IEP students with challenges of phonemic awareness and challenges in syllabic reading fluency. Rewards and iReady build fluency and basic reading comprehension. Stari and Lexia strengthen comprehension while supporting fluency. Think Through Math scaffolds to a wide range of needs and responds to students ' performance on its own assessment platform.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>We use Rewards, NWEA-MAP, iReady, Stari, Think through Math and Castle Learning during dedicated AIS periods in grades 6-8, with students grouped based on assessment data. Groups are programmed during parallel times so that students can change groups based on quarterly assessments. For EN and EM level students, the intervention is provided in both Spanish and English, with a focus on English Language development. In high school, intervention groups are held in afterschool tutoring, as well as lunch-time tutoring 1:1 or small groups. Bilingual tutors from our Community Based Organization also target ELLs who are struggling to maintain progress. SIFE - are provided additional services to acclimate to the school environment, as well as in subject areas. Groups are scheduled after school as well as on Saturday's . Newcomers - receive mentoring and freestanding ENL class. Before and after school, Saturday Academy programs are designed to accelerate language acquisition with content support Long Term ELLs are provided small group instruction to aid in their language acquisition. More detailed analysis is given to assessing the modalities that are obstacles to progress. Individual tutoring is offered after school and during Saturday Academy. Former ELLs up to two years after exiting ELL status are carefully monitored and mentored for progress toward graduation and receive tutoring and small group intervention as needed.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Common assessments we use are standards-aligned teacher created assessments that are integrated with Mastery Connect for data analysis. NYC performance tasks are used in some subjects as well as mock-regents administration. The data from these assessments are sorted by NYSESLAT domains and we look to how these relate to classroom performance. Gaps and strengths in domain areas determine the level and type of intervention planned by the ENL teacher in collaboration with their co-teachers in content areas.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>ENL teachers adapt and modify common summative assessments in order to ensure access for all students. Students take assessments in both native and second languages and teachers review performance in both, reviewing goals and challenges with students and the teacher teams. Students are encouraged to take assessments in second language as they make progress in their NYSESLATE classifications.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>For math and ELA, we use i-Ready, MAP, NYSESLAT, NYSED grade 6-8 assessments . Additionally, Regents exams test booklets are carefully reviewed for targeting NYSESLAT modalities. We have common assessments in all courses which are also examined for performance by student sub-groups to look for where and how our curriculum is not reaching all students in equitable ways. We look for alignment between our instructional targets and the outcomes for MLLs on these assessments. The EDAT gives us additional data to review for additional insights into our strengths and challenges to helping MLLs steadily progress toward graduation.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Our ENL Coordinator and lead ENL teacher create a testing schedule that commences as close as possible to the first calendar date of testing. Our 3 other ENL teachers collaborate to administer the speaking/listening portion to all students. We complete the first round on the provided schedule and then focus on make-ups for students absent or had incomplete tests. Calls home and additional attention is paid to chronically absent students so that we obtain as close to 100% testing as possible. The reading/writing NYSELAT is administered by all 5 of the ENL teachers in groups, clustered across grade levels. Teachers remain on their regular schedules to provide mandates services throughout, and use their prep and C6 administrative periods for the speaking/listening. Where teachers are scheduled to provide beyond-mandates services, they will step out of those classes to dedicate more time to testing. The reading/writing tests are proctored by teachers that would normally be with those students during their regular classes, so that the students are not in classes without services.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>b. SIFE</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>c. Newcomer</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>d. Developing</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>e. Long Term</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>All students are programmed into ICT classes supported by an ENL teacher as well. All our classes follow common curriculum and assessments whether they be ENL, ICT, GE or special class settings. The common curriculum is grade-level as they are published standards-based curriculum approved by the DOE. ENL and Special Education teachers collaborate with the content teacher to provide scaffolds and adaptations to the curriculum to ensure that the core elements of the curriculum are accessible to all students.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>We utilize materials from NYSED and EngageNY in the TBE and ENL programs, and ACES curriculum in the Yiddish TBE program for intellectual disabilities. Assignments/assessments are offered in home language, which will vary as an option for students or they are recommended by the ENL teacher to use one or the other based on performance data and targeted needs.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Bilingualism?</p>	<p>We offer Spanish as a language elective. We offer levels from Spanish 1 to AP Spanish Literature, and program students according to their performance level in Spanish. We assess across modalities as some Spanish speaking ELLs have little to no written literacy in their home language. We have formed a committee of teachers and counselors that meets every 5-6 weeks to unpack the Seal of Bilingualism requirements and examine how we can best align those requirements with our course work and programming, and look to build more after school opportunities for students to pursue the Seal.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>As we have such a significant percentage of students who are MLLs, we cannot think about instruction at Juan Morel Campos without considering MLL language development. We have a teacher leadership team which collaborates with administration to create a professional learning plan to ensure that teachers have a voice in their professional learning goals. Our professional learning in 2021-2022 is focused on culturally responsive teaching and learning, which puts MLLs at the center of what we do. We are using the work of Ghodly Muhammad to guide this learning and its subsequent demand of an examination into ourselves and how we bring equity into our work. All staff are part of this work and join full staff, department and break-out groups in our collaborative learning.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Our school-wide professional development focus on culturally responsive teaching and centering equity in our instructional focus results in ELL -specific professional development because we are focused on how to include the most disenfranchised scholars into our learning plan. Effective Culturally responsive teaching requires us to understand students' language experiences, honoring and leveraging their home language as part of our core pedagogy in all classrooms. Our ENL teachers lead workshops and present strategies to the full staff on language support and best practice for MLLs to make these practices standard across the school. We ensure that all teachers have opportunities to receive ELL-specific training through Master Teacher and EdWeb (MLL specific) professional development/webinar opportunities.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>In addition to the mandated meetings and orientations we include various activities throughout the year that foster empowerment for families of MLs/ELLs. Events include Latinx Celebration Month and performances, the JMC Haunted House, bilingual night, pep rally/field days, teacher vs. student basketball games, Black History Celebration Month and performances, and the end of year student/family celebration and carnival. We always have bilingual staff ready to translate for families at every event, and our outreach for events is always done in multiple languages across all platforms. Our bilingual PTA leaders reach out to parents and ensure that meetings are done in both English and Spanish (our dominant home language for MLs). By including families of MLs in all our school activities, with the personal outreach and support that they need to feel included and the events to be accessible, fosters for families the same inclusive vision that we apply to students every day in the classroom.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>All three of our school counselors are certified bilingual, and they work closely with our 5-member ENL team to reach out and schedule meetings with students and their family members to discuss their progress and connection to school. These meetings discuss both social-emotional needs as well as academic progress including progress in traditional courses and development of language skills within traditional classes. These meetings are also coordinated with our CBO, so that we can collectively identify the family's needs and connect them to whatever services and resources they need to feel more empowered to succeed in the school system and in their communities. We intentionally hold these meetings separately from teacher conferences so that families recognize that academic performance is not our only focus for their students. When the family does not speak Spanish, the language of our bilingual counselors, the DOE telephone interpretation unit is utilized to facilitate the meeting.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>As an arts-focused school, we make a point of making the arts available to all our ELLs. Our ENL staff facilitate conversations and visits to all arts classrooms with our new arrivals to discuss the students interests and level of experience with the art forms. Students are given the opportunity to choose and art form, exploring something new as well as building on past experience. All our arts teachers incorporate arts from cultures around the world, aiming to help students recognize art as an inclusive expression and empowerment of students' identity. School counselors hold small interest groups for students, ranging from exploring fashion, social media trends, social activism, with the aim of forging relationships among students across language barriers. For the 4th year, we are partnering with the Intrepid Air and Space Museum for an 18 week after-school program targeting ELLs for STEM enrichment that infuses arts and community awareness. This has been run by two of our ENL teachers since it's founding, in partnership with a teacher from the museum.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Michelina Adamo, Pupil Accounting Secretary Rolando Tiburcio, teacher and ENL coordinator Mary Williams-Elibert, ENL teacher Maria Duran, ENL teacher Katherine Sanford, ENL teacher Virginia Chavez, ENL teacher Greg Santise, School Psychologist Ms. Adamo presents the Home Language Identification Survey (HLIS) to all guardians of newly enrolled students. If the student meets the criteria, Mr. Tiburcio will meet with the student and parent to determine the student's home language. If a student has an IEP, the Language Proficiency Team (LPT) of Mr. Tiburcio and Mr. Santise determine NYSITELL eligibility and complete the NYSITELL determination form. Mr. Tiburcio or another available ENL teacher will then administer the NYSITELL. The Spanish Language Assessment Battery (Spanish LAB) is administered to newly identified ELLs whose home language is Spanish. Mr. Tiburcio sends parent notifications in parents' preferred language. Parent orientation is held where the Parent Survey and Program Agreement form is completed. Depending on NYSITELL results, student is placed into an ELL program with all available supports.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

[Download a blank LAP assurances page.](#)

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Jason	Rosenbaum	AP	2021	Yes	yes
Nerieda	Pena	Parent Coordinator	2021	Yes	yes
Rolando	Tiburcio	ENL Coordinator	2021	yes	yes

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
Nereida	Pena	Parent Coordinator`

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (**Chancellor’s Regulation A-663**).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Spanish	279	42	279	42
Yiddish	5	.75	5	.75
Arabic	1	.15	1	.15
Wolof	0	0	0	0
English	368	55.5	371	56
Hatian Creole	2	.3	2	.3
Fulani	0	0	1	.15

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	12	19
Yiddish	3	6
French	1	3
Greek	1	2
Creole	0	3
Hebrew	0	3
Polish	1	1
Russian	1	1
Czech	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent-guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language, or, if none available, the DOE telephone interpretation service is utilized. With a substantial Spanish speaking population, we routinely send school communications home in English and Spanish. With a few students who speak Bengali, Wolof, and Arabic, these families have told us that there is an English speaking adult in the household who can receive information in English. All the families of our Yiddish bilingual students speak English, so no translated documents have been requested by those families. During parent orientation, the parents provide requests for language preference and they document their language preference on the emergency contact cards, which are also updates as needed. Parent surveys are distributed in Spanish and English, or another language if requested. If not available, oral interpretation of the survey is provided by the DOE Interpretations Unit. The ATS report of preferred languages (RAPO) is updated regularly in order to maintain accurate information on parent language choices. Additionally, counsellors review parent information on home language, teachers survey students for home language preferences, and the Parent Coordinator notes language preference when parents enter the main office.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Newsletter	Monthly	Translation completed by the Family Outreach Coordinator of our resident Community Based Organization.
Event Notifications	Bi-weekly	Auto-translation in the Kinolved messaging app

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-Teacher Conferences	2x year	With many bilingual Spanish staff, teachers support one another, and paraprofessionals assist as well. Our Arabic and Wolof speaking students have guardians who speak comfortably in English. All the parents of the students in our TBE Yiddish program speak fluent English.
Curriculum Night	1x year	With many bilingual Spanish staff, teachers support one another, and paraprofessionals assist as well. Our Arabic and Wolof speaking students have guardians who speak comfortably in English. All the parents of the students in our TBE Yiddish program speak fluent English.

3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	Spanish speaking staff member will call the parent. Usually this would be the bilingual Parent Coordinator, and if unavailable it would be one of our three Spanish bilingual School Counselors.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Spanish speaking staff member will call the parent. Usually this would be the bilingual Parent Coordinator, and if unavailable it would be one of our three Spanish bilingual School Counselors.
(C) If a parent has an emergency and needs to contact the school.	Our bilingual Parent Coordinator is staffed to the main office and is available to speak with any Spanish speaking caller.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Hard copies distributed with staff handbook and e-links in electronic copies on shared google drive.
Over-the-Phone Interpretation Desk Aid	instructions and links provided in hard copy of staff handbook and electronic copies on shared google drive.
Language Access Handbook	e-links provided in shared copy of staff handbook on Google Drive.
T&I Unit InfoHub Link	e-links provided in shared copy of staff handbook on Google Drive.

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	During the professional development session on 9/8/2022 the regulation was provided to all staff. We utilize the NYCDOE translation/interpretation Unit.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>In the current school year of 2022-2023, we have the following in place: - Signage at school entrance includes posters and handout materials including the Parent Guide to Language Access. - All communications with home are sent on paper in both English and Spanish (our overwhelmingly dominant home language after English). - Home communications are also sent through a digital messaging service which automatically translates from English into all the home languages represented in our school - All parent meetings are attended by bilingual staff members who provide simultaneous interpretation - Bilingual staff are in the main office and part of our home-outreach team - All parent/guardians and students with home language other than English are provided with the Parent Guide to Language Access in their home language.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parent/guardians and the students. In order to gather feedback from parents, we will have ENL teachers conduct fact-to-face interviews with parents during the two conference dates in November and March, asking specific questions about their needs as well as the needs of their students. Our PTA works with the SLT to convene a group of parents of ELLs for an open conversation about how they perceive language services at the school and to solicit their suggestions for improving it. Additionally, our CBO partnership and attendance outreach team will use our data of ELLs to be sure a bilingual staff member is part of the outreach team to families of struggling students, asking specifically about how language services could help the families as well as the students integrate more successfully with the school community, insofar as attendance and academic success.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We have learned that at the grade team level we need to be more systematic for parent outreach in the language of the parent's choice. We realized that sometimes information known by some staff members is not reliably shared to all stake holders. Additionally, we learned that too often, teachers are relying on students or siblings to translate for parents and we want to address this is staff professional development. We want teachers to understand how it is not best practice for students to be put into a position as translators for their parents, especially in discussing sensitive or difficult topics.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

DIRECTIONS: Title III supplemental services for English Language Learners (ELLs) must include the following three components:

Direct instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, and Saturday programs. Teachers providing the services must be bilingual education and/or English for Speakers of Other Languages (ESOL) certified teachers.

High quality **professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the **iPlan portal**.

PART A: SCHOOL INFORMATION

Name of school:	Juan Morel Campos Secondary School
DBN:	14K071
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	134
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	4
# of content area teachers:	2

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>This year, Juan Morel Campos Secondary School will be offering a supplemental program after school to assist middle and high school ELLs with their skills in English literacy. Our Skill Builders Class will support Middle School English Language Learners in building and improving their skills in the reading and writing modalities. This program is needed based on the data from the 2018 NYSESLAT scores which reflected that reading and writing are the area of greatest struggle for our ELLs. This program will also support students in acquiring the necessary skills to achieve improvements in academic performance as well as on state examinations. These students will be from grades 6, 7 and 8. Twenty ELL students will work in small groups based on their NYSESLAT modality performance level in the modality relevant to that day's lessons of the Supplemental Instructional Class-Skill Builders. Teacher-to-student ratios will be no more than 1:10. Using the English 3D Program from Scholastic which is supplementary and not used as part of the regular school day instruction, dictionaries and glossaries in this class will give the ELLs the opportunity to practice reading and writing skills. The students will read and write articles about current societal issues and problems. Students will engage higher-order critical skills to provide solutions to a variety of societal dilemmas, and they will read and write about these as well as organize and present their thoughts to the group. Students will create portfolios of their best work. In order to also strengthen their listening skills, students will also view various content area videos and create written summaries and enter into small group debates around the topics. This program will take place after school on Wednesdays and Thursdays, from 2:40 pm - 3:40 pm. All classes will be taught in English by a certified ENL teacher. A math-certified teacher and an ELA-certified teacher will co-teach, as well. For our high school students, we will have an after-school program on Wednesdays and Thursdays, from 2:40 to 3:40 pm. There will be three high school classes, each with 20 students. The first, taught by a licensed ENL teacher, will explore the themes from their Global History classes during the Title III programs. They are studying ancient civilizations up through modern times. The focus themes will be cultural diffusion (ideas-technology-food-disease), geography, beliefs systems, trade, arts, and conflicts. This will support the ELA NGLS as students will be required to read and annotate excerpts from the Global History and World History texts, leveled online resources, and primary sources. Students will be required to respond orally, in paragraphs and essays. Students will engage in debate and defend their position using evidence from historical texts from around the world, regarding historical concepts as they relate to current events, such as "Should police officers be required to wear cameras?" and comparing ideas of radical and moderate leaders during the French Revolution and today. Students will practice reading, analyzing, writing, speaking and listening skills through these debates. Students will create a project from a select culture which will help our ELLs with reading and analyzing texts, and increasing their vocabulary. Comparing and contrasting characteristics are important concepts in ELA NGLS and will help students English language acquisition, score better in class and on standardized assessments. A second high school class of 20 ELLs will run on the same schedule during after school will teach 20 ELL students key ideas in geometry and algebra in a more visual and hands-on manner to ensure understanding of those critical concepts. This will be taught by a certified ENL teacher. The course will develop the students' academic vocabulary needed to understand and explain mathematical concepts. Hands-on materials and online resources will be used that are not used for these students during the day program. NGLS aligned materials including selected EngageNY units that are not used for these students during the day program and online resources will be used. The third high school class will be for 20 ELLs and taught by a licensed ENL teacher. This class will focus on academic vocabulary development and interdisciplinary, content area reading and writing skills. This supplementary program will target the NGLS and NYS ENL standards that most directly impact ELL performance in content area classes. This class will use the Academic Vocabulary Toolkit (1 and 2) by Kate Kinsella and Reading and Vocabulary Development: Concepts and Comments, by Patricia Akert and Linda Lee. With these programs, students develop reading skills and systematically increase their active vocabulary while exploring and expanding critical thinking skills. Additionally, students will become proficient in using a thesaurus and dictionary to help themselves in content area reading and writing. To focus on the targeted non-fiction reading skills particularly needed in content area classes, this supplemental program will engage students in non-fiction reading through National Geographic's Active Skills for Reading (book 1), by Neil Anderson, which uses thematically organized reading passages to teach reading comprehension and vocabulary skills. All three of these supplemental classes will be offered in one-hour sessions on Wednesdays and Thursdays, for a total of 60 sessions, beginning on October 31, 2022 and finishing on June 13, 2023. Attendance records will be maintained at each session and reviewed with the Assistant Principal monthly for coordinating outreach from bilingual staff to support students and families. Supervision of the after-school program will not be to cost of Title III LEP as supervision will be present for other programs as well. Additionally, a Saturday program, running every Saturday that follows a regular Friday class schedule, for a total of 28 sessions. Saturday program combines features of the weekday afterschool sessions for students who were unable to attend or require more practice with the same skills. This will run from November 5, 2022 to June 10, 2023. This will be a total of 84 supervisory hours paid from the Title III LEP program funds.</p>
<p>Rationale</p>	<p>The ENL students at JMC have made progress in some academic areas but we continue to have significant gaps in academic writing and mathematical fluency. At the middle school level, this results in a gap between the school ELA proficiency and ELL ELA proficiency as well as a gap in schoolwide math proficiency and ELL math proficiency. At the high school level, this results in a disparity in both pass rate towards credit accumulation and passing scores on Regents examinations for ENL students. As such, we have developed an intensive program for both middle and high school with small group instruction focusing on developing academic vocabulary and interdisciplinary content and writing skills along with mathematical fluency and real-world concept application. These subset skills and intensive focus will help our ELL students achieve increasing proficiency scores and help reduce the gaps.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>We will serve 134 ENL students in Grades 6-12</p>
<p>Schedule and duration</p>	<p>2:40 - 3:40 (one-hour sessions)on Wednesdays and Thursdays, for a total of 60 sessions, beginning on October 31, 2022 and will finish on June 13, 2023. Saturday program, running every Saturday that follows a regular Friday class schedule, for a total of 28 sessions. This will run from November 5, 2022 to June 10, 2023.</p>
<p>Language of instruction</p>	<p>Spanish and English</p>

Number and types of certified teachers	4 ENL/bilingual teachers, 2 general education teachers
Types of materials	Academic Vocabulary Toolkit (1 and 2) by Kate Kinsella and Reading and Vocabulary Development: Concepts and Comments, by Patricia Akert and Linda Lee, National Geographic's Active Skills for Reading (book 1), by Neil Anderson, Supplemental Instructional Class-Skill Builders
Include any additional details here:	n/a
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,6,7,8,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>During the 2022-2023 school year, special consideration for ELLs is built into all the professional development plans at Campos. All PD contains elements of how that work could and should target the needs of ELLs at different levels of language acquisition. These sessions are weekly on Mondays from 2:40 to 3:40PM and delivered by our team of teacher leaders. Sample of topics addressed throughout the year are: - including language objectives when writing lesson objectives - visual and graphic supports for academic content and expressive language - cultural and linguistic sensitive/relevant instruction (following models of Dr. Ghody Muhammad) - Social Emotional learning for cultural competencies and anti-bias - Fostering Language development utilizing home language skills. All agendas will be shared with department and administrative teams in a Rolling Agenda folder. Attendance will be recorded as part of the rolling agenda meeting minutes. Attendance will also be recorded via teacher sign-in sheets at all Monday meetings.</p>
<p>Rationale</p>	<p>Professional learning topics are based on how our our teachers progressed using the Danielson domains, needs assessment survey that is administered at the beginning of the school year, as well as our mentor text that is aligned to our problem of of practice. Professional learning is organized and led by AP and the PD committee along with teacher leaders. This can take place in grade or department teams as well as whole faculty.</p>
<p>Teachers to receive training</p>	<p>All members of the teaching staff including para professionals</p>
<p>Schedule and duration</p>	<p>Mondays, 2:40-3:40PM</p>
<p>Topics to be covered</p>	<p>Writing learning objective to include success criteria Data Analysis using Mastery Connect Trauma Informed PD Ghody Muhammed Vocabulary Instruction Assessment Criterion Based Learning Objectives Questioning and Discussion Techniques INQUIRY PROCESS/Using data to transform instruction</p>
<p>Name of provider</p>	<p>Teacher Leaders Principal Assistant Principal Grand Street Settlement Project Game Time PD Committee</p>
<p>Include any additional details here:</p>	<p>na</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>For the 2022-23 school year, our bilingual Parent Coordinator in partnership with our Community Based Organization (Grand Street Settlement) plan 5 parent workshops throughout the school year. All events are designed to include the needs of parents of ELLs and meetings are held with language support services. These workshops are on the following first Thursdays of each month: October 30, November 4, February 3, March 3 and May 4, from 5:00PM to 6:30PM. Parents are notified with 'backpack' letters home as well as on the school website. Topics covered are: - supporting your child's academic success (DOE policy and progress to graduation) - social-emotional life of teens - immigration and legal services - college access and financial planning for education - work-place training and adult education opportunities These activities are alternatively offered virtually and in-person (3 virtual and 2 in-person). Agendas, attendance and invitations in parents' preferred languages are maintained in the main office by the Parent Coordinator. Bilingual Spanish simultaneous interpretation is offered by our staff. Interpretation in other languages are offered the the DOE's office of translation and interpretation. These workshops are not at cost to Title III funds</p>
<p>Rationale</p>	<p>It is essential in family engagement to empower families and caregivers by providing them with ways to actively participate. Promote them as important voices in your school and remove barriers to engagement. Family engagement in school is different from family involvement, though both support student success. Involvement includes family participation in school events or activities, while teachers provide learning resources and information about their student's grades. With involvement, teachers hold the primary responsibility to set educational goals. They relate to families and caregivers as an academic advisor for their child rather than their partner in learning.</p>
<p>Schedule and duration</p>	<p>During the 2022-2023 school year, these workshops are on the following first Thursdays of each month: October 30, November 4, February 3, March 3 and May 4, from 5:00PM to 6:30PM. Parents are notified with 'backpack' letters home as well as through the school's website.</p>
<p>Topics to be covered</p>	<p>Topics covered are: - supporting your child's academic success (DOE policy and progress to graduation) - social-emotional life of teens - immigration and legal services - college access and financial planning for education - work-place training and adult education opportunities</p>
<p>Name of provider</p>	<p>PTA Parent Co-Ordinator Grand Street Settlement</p>
<p>How parents will be notified of these activities</p>	<p>'backpack' letters Digital messaging service website announcements Signage in building.</p>
<p>Include any additional details here:</p>	<p>na</p>

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		N/A
Purchased services -High quality staff and curriculum development contracts.		N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		N/A
Educational Software (Object Code 199)		N/A
Other		
TOTAL		

Allocation Amount (\$):	\$16,482
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

Directions:

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school’s Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Providing teachers with training through Algebra for All, AP for All, Pre-AP for ALL, MSQI and Teaching Ma??ers.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

Explanation/Background

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. “State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

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Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Grand Street Settlement	All Students	Success Mentoring, Tutoring, Mental Health Counseling	mental Health
Little Flower Yoga	6th Grade, 7th Grade	SEL, Yoga & Meditation	SEL and Mental Health
Peer Group Connection	6th Grade, 8th Grade, 9th Grade, 12th Grade	Mentoring	Mentoring
Food Bank NYC	All Students and Families	Food pantry	Family support

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>Grand Street Settlement will provide wraparound support services for families and students. Grand Street Settlement will offer students tutoring in all subjects, mentoring for attendance, mental health counseling, operation of an on-campus food pantry, family engagement events and workshops, and an employment program (career readiness skills and job training) for 14-24-year-old students. GSS will continue partnerships with Single Stop, Adult Education, and ActionNYC to offer supports in receiving public benefits, securing health insurance, rent assistance, and connecting families to immigration lawyers. The Community School Director will meet with school administration bi-weekly to assess community school needs and how to address them effectively as well as attend and support all PTA, SLT, and CST meetings.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Grand Street Settlement will host monthly family engagement events, workshops, or town halls open to all families (i.e. Back to School Pep Rally, Paint & Chat, Neighborhood Bike Ride, and Game Night) that are academic and non-academic related as a chance for families to interact with and support one another as well as develop stronger relationships with school staff. Grand Street Settlement will also use these events to support recruitment and attendance for monthly PTA meetings as well as encourage parent leadership. Grand Street Settlement will also make monthly wellness calls to all families to check-in and offer any support services and resources that the family identifies as necessary. The goal is to increase family engagement by 50%.</p>

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Sixth and seventh graders will receive a daily block of social-emotional learning with yoga, meditation, and mindfulness once per week facilitated by a Grand Street Settlement staff member in partnership with Little Flower Yoga. Eighth-grade students will engage in Peer Group Connection to mentor younger middle school students. Eleventh and twelfth-grade students will engage in Peer Group Connection and mentor ninth-grade students. Grand Street Settlement will provide one-to-one mental health counseling as well as a boys group, girls group, and Gay-Straight Alliance. Grand Street Settlement will continue to operate its on-site food pantry providing supplemental food to families and the community with scheduled fresh produce distributions.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>The attendance team will meet weekly to action plan intervention and prevention strategies for severely chronically absent, chronically absent, and at-risk students. Grand Street Settlement will promote incentives such as monthly raffles, events, trips, and shoutouts for students with perfect attendance as well as incentivizing and rewarding parents for their child's attendance. Success Mentors will make daily attendance phone calls to students that are marked absent from their second-period class to check in with students and families to offer support and encourage or motivate the student to come to school. Success Mentors will work with Guidance Counselors to identify students in need of mentoring and identify additional staff members that would be able to encourage or motivate students to attend as well as scheduling home visits for students that are unreachable by phone/email. The goal is to decrease chronic absenteeism by 5% and increase graduation by 5%.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Grand Street Settlement will work with the STH coordinator to identify areas of need and seek opportunities for STH families (i.e. coat giveaways, supply giveaways, food assistance). Grand Street Settlement will purchase and keep clothes and toiletries in their office for STH families. Bilingual Grand Street Settlement staff will offer teachers, students, and families translation support for ML/ELL students/families when necessary.</p>

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) 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 plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.