

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	14K478
School Name	The High School for Enterprise, Business and Technology
Principal	Holger Carrillo

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

---

#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

#### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 6: SUBMISSION ASSURANCES

## 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:	High School for Enterprise Business and Technology
District Borough Number (DBN):	14K478
Grades Served:	9-12
School Address:	850 Grand Street, Brooklyn, NY 11211
Phone Number:	718-387-2800
Fax:	718-387-2748
School Contact Person:	Holger Carrillo
School Contact Person Email Address:	HCarril@schools.nyc.gov
Principal:	Holger Carrillo

United Federation of Teachers (UFT) Chapter Leader:	Christine Ognibene
Parents' Association President:	Kathryn Lineberger/Omaira Frederick-Pelzer
SLT Chairperson:	Jane Wharton
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	Eloisa Mejia
Student Representative(s) Middle /High School:	Jack Chen
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	N/A

## **District Information**

Geographic District:	14
Superintendent:	Janice Ross
Superintendent's Office Address:	131 Livingston St., Brooklyn, NY 11201
Superintendent's Email Address:	jross11@schools.nyc.gov
Phone Number:	718-455-4635
Fax:	718-455-4635

## **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
	Position / Constituent Group	
	Position / Constituent Group	
	Position / Constituent Group	

## **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
	Position / Constituent Group	
	Position / Constituent Group	
	Position / Constituent Group	

## **SECTION 4: SCHOOL SUMMARY**

## School Summary

Your School's Accountability Status:	
Provide your school's mission statement:	The school community at the High School for Enterprise, Business and Technology advances our scholars' academic excellence and global citizenship. We value their diversity and foster their cognitive, creative, and social intelligence. In partnership with industries and post-secondary institutions, our scholars learn how to impact the world as responsible, caring, and productive citizens.
Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:  Include demographic information about your school's student population.	Located in East Williamsburg, The High School for Enterprise, Business and Technology (EBT) is one of the three high schools located at the Grand Street Campus. Over the past few years, our four-year graduation rate has exceeded 80%, above the city average, including reaching 85% for the class of 2021. As of June of 2018, EBT is officially an International Baccalaureate World School, and will begin to offer IB courses leading to the IB diploma in September, 2018. In addition to their core academics, students have the opportunity to participate in three CTE (Career and Technical Education) programs (CISCO Networking Academy, Academy of Hospitality and Tourism, and Engineering), join any of the 20 sports teams on campus, or join our award-winning arts program, with classes in instrumental music, chorus, and visual art. Our student population is primarily Black and Latino (95%) and majority male (66%), with sizable populations of English Language Learners (8%) and students with IEPs (17%).

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
HMH Collections/Into Literature	9-12	Both	Teacher-modified
HMH Into AGA (Algebra, Geometry, Algebra II)	9-12	Both	Teacher-modified

## 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 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)
ELA Regents scores for SWD increase	Avg score falls below comparable schools, and below our own scores two years ago (2020-21 School Performance Dashboard)	Teacher turnover, student attendance

**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	58	By June, 2023, High School ELA for Students with Disabilities will Increase 2%, from 58 to 60, as measured by ELA Regents exams, reported on School Performance Dashboard..

**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)
		June 2021			
Internal interim ELA assessment, based on past Regents exams	Assessment score average for students with disabilities	58%	59%		

**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?)
09/18/2021	01/29/2022	Conduct formative assessment for all 11th grade students. Based on results, ELA and cooperating ISS teachers will target students with IEPs for additional assistance during class time and virtual office hours.
09/25/2021	01/29/2022	Students will receive assignments in Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Students will be given extra credit for completion of assignments.
09/25/2021	01/29/2022	Teachers participate in professional development throughout the year, focused on student engagement, questioning and discussion and assessment. Goal is to increase rigor level of academic work.

**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	06/18/2022	Students will receive assignments in Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Students will be given extra credit for completion of assignments.
04/01/2022	06/18/2022	Teachers will begin intensive Regents review for selected students. Students will review essay writing strategies for argumentation and literary analysis, in both teacher-led format and online software.
02/01/2022	06/18/2022	School leaders and teachers will communicate to students the importance of achieving "college-ready" pass levels on Regents examinations, including avoiding the need for remedial classes in college. This will occur in grade-level assemblies, held once per semester.
02/01/2022	06/18/2022	School is implementing new digital curriculum, HMH Into Literature, which assess students frequently and has features targeting struggling students.

### 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)
09/20/2021	06/24/2022	Family presentations to discuss curricula and expectations in ELA, format of the Regents exam, and importance of achieving "college-ready" score on exam.	N/A
09/20/2021	06/24/2022	Include ELA help in St. Nick's after school enrichment program, including tutoring and test prep.	St. Nick's Alliance

Human Resources	Teachers on staff, including per session, department assistant principal, St. Nick's Alliance
Instructional Resources	HMH Into Literature, Khan Academy, Castle Learning
Schedule Adjustments	N/A
Other Resources Needed	N/A

## **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)
Raising Algebra scores for ELLs	Algebra score lags comparable schools and city-wide (2019–20 School Performance Dashboard)	attendance

**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	57	By June, 2023, High School Math for English Language Learners will Increase 2%, from 57 to 59, as measured by Algebra Regents average score.

**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)
		June, 2021			
Internal interim Algebra assessment, based on past Regents exams	Assessment score average for English Language Learners (ELLs)	57%	58%		

**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?)
09/20/2021	01/29/2022	Conduct formative assessment for all 9th grade students. Based on results, Math and cooperating ENL teachers will target ELLs for additional assistance during class time and virtual office hours.
09/20/2021	01/29/2022	Students will be given assignments in Agile Mind and Edmentum for reinforcement and practice. Khan Academy will also be used for additional practice and reinforcement. All of these programs have resources and tools aimed at support of ELLs.
09/20/2021	01/29/2022	Teachers participate in professional development throughout the year, focused on student engagement, questioning and discussion and assessment. Goal is to increase rigor level of academic work.

**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	06/24/2022	Students will be given assignments in Agile Mind and Edmentum for reinforcement and practice. Khan Academy will also be used for additional practice and reinforcement. All of these programs have resources and tools aimed at support of ELLs.
02/01/2022	06/24/2022	Teachers will begin intensive Regents review for selected students. This will be done by teachers using their classroom format and with our online resources.
02/01/2022	06/24/2022	School leaders and teachers will communicate to students the importance of achieving "college-ready" pass levels on Regents examinations, including avoiding the need for remedial classes in college. This will occur in grade-level assemblies, held once per semester.

**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)
09/20/2021	06/24/2022	Family presentations to discuss curricula and expectations in ELA, format of the Regents exam, and importance of achieving "college-ready" score on exam.	N/A
09/20/2021	06/24/2022	Include math help in St. Nick's after school enrichment program, including tutoring and test prep.	St. Nick's

Human Resources	Teachers, assistant principal, St. Nick's
Instructional Resources	Agile Mind; Edmentum; Khan Academy
Schedule Adjustments	N/A
Other Resources Needed	N/A

## 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)
Improve social-emotional support	Social-emotional positive responses lag city-wide average (2020-21 School Quality Guide)	Lack of training in SEL

**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
Physical & Mental Wellness	77% positive on 2020-21 School Quality Guide	By June, 2023, practices related to Social-Emotional Support will improve 2%, from 77% positive on 2020-21 School Quality Guide to 79%, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

### 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)
		June, 2021			
School Survey	positive results in social-emotional support questions	53%	54		

**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?)
07/12/2021	07/30/2021	Summer bridge program for 9th and 10th grade students, focused on SEL components
09/20/2021	01/28/2022	Grade-level town hall meetings for students, with inspirational speakers and presentations.
09/20/2021	01/28/2022	Study Skills, coping mechanisms, college and career prep workshops (independent or built into different classes)

**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	06/24/2022	School-wide advisory periods: daily non-academic time with our students during the school day; possibly switching period throughout the week so it's with different teachers/students
02/01/2022	06/24/2022	Provide a safe space for students, using the Calm, Mindfulness, Headspace or Meditation app with them.
02/01/2022	06/24/2022	Form grade level teacher teams to meet and discuss grade level specific issues - coordinate activities, co-planning, create grade level community

**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)
09/20/2021	06/24/2022	Communicate with families on monthly basis to inform them of SEL initiatives.	Parent Association, Parent Coordinator
09/20/2021	06/24/2022	St. Nick's Alliance after-school program, focused on SEL.	St. Nick's Alliance, Hispanic Coalition Services

Human Resources	Teachers, Pupil Personnel Staff, Administrators, CBOs
Instructional Resources	N/A
Schedule Adjustments	Schedule town halls during class time
Other Resources Needed	Financial (purchase of Calm, Mindfulness, Headspace or Meditation apps)

**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)
Absentee rate	2019-20 School Quality Snapshot	Remote learning/Covid

**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	42	By June, 2023, Chronic Absenteeism for All Students will Decrease 2%, from 42 to 40, as measured by 2019-20 School Quality Snapshot.

#### 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)
		June, 2021			
ATS Attendance Reports (RACM, RPAL, ROCR)	Rate of chronic absenteeism	Chronic Absenteeism 42%	Chronic Absenteeism 41%		

#### 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?)
09/18/2021	01/29/2022	Host Weekly Attendance meeting to develop tiered interventions across school community and targeted interventions for students who are chronically absent.
09/18/2021	01/29/2022	Collect and review classroom and school-level attendance and chronic absence data at the weekly attendance meeting, tracking interventions and making adjustments as needed
09/18/2021	01/29/2022	Develop and conduct a school-wide attendance campaign, with celebrations and rewards for students with exemplary attendance.

#### 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	06/25/2022	Develop and implement a multi-tiered system to reward 100% attendance and improved attendance for students.
02/01/2022	06/25/2022	Communicate with families (letters, emails, phone calls) at regular intervals over the course of school year regarding student attendance and the importance of consistent attendance
02/01/2022	06/25/2022	Partner with CBO to develop and implement attendance improvement initiatives and to work directly with families to identify barriers to attendance and resources to support families.

**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)
09/20/2021	06/24/2022	Communicate with families (letters, emails, phone calls) at regular intervals over the course of school year regarding student attendance and the importance of consistent attendance	N/A
09/20/2021	06/24/2022	Partner with CBO St. Nick's Alliance to develop and implement attendance improvement initiatives and to work directly with families to identify barriers to attendance and resources to support families.	St. Nick's Alliance

Human Resources	Guidance counselors, Teachers, Attendance Teacher, Administrators, CBO
Instructional Resources	N/A
Schedule Adjustments	Adjust attendance teacher schedule to maximize home visits
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)

**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)	93.8	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Quality Individualized Education Program by Increase 2, from 93.8% to 95.8, as measured by IEPs with Transition Fields Completed..

**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)
		June, 2021			
Shared Path Dashboard (ATS and SESIS reports); IEP Reviews	# and % of IEPs with Transition Fields Completed	93.8%	94.8%		

### 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?)
09/20/2021	06/24/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive.	Provide professional development for teachers to promote inclusive classroom cultures and environments.
09/20/2021	06/24/2022	Developed appropriately rigorous standards-aligned annual goals.	Annual goals are developed based on assessment of high-leverage cross curricular skills students require for access, participation and progress with the general education curriculum.
09/20/2021	06/24/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.	Assess students to determine the impact of their disability on access to, participation in and progress with the general education curriculum.
09/20/2021	06/24/2022	Ensure that programs and services mandated on each student's IEP are delivered.	Schedule students with disabilities first ensuring they receive all their classes/courses based on recommended programs and services.
09/20/2021	06/24/2022	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].	Implement Individual Student Record Review Checklist for Transition Planning, to inform IEP development.
09/20/2021	06/24/2022	Conduct IEP meetings within specified compliance dates.	Establish a yearlong calendar inclusive of all IEP meeting dates and required corresponding communication.
09/20/2021	06/24/2022	Monitor referrals to special education to ensure appropriate referrals only.	Establish a pre-referral process for screening students and assessing appropriateness of referrals to special education.

### 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)
09/20/2021	06/24/2022	Invite families to actively participate in SLT, Parent Association, and Town Hall meetings.	Parent Association, Committee on Special Education (CSE), Family Support Coordinator (FSC)
09/20/2021	06/24/2022	Host events throughout the school year that provide opportunities to connect with families and community (workshops, information sessions, cultural day, academic fairs, concerts, etc.)	Families, CBOs (St. Nicks Alliance, Coalition for Hispanic Services)

Human Resources	Students, Parents, Faculty and staff, Administrators, Coaches, PD Facilitators
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	Financial

# 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)
1st year earning 10+ credits	% earning 10+ credits fell to 70% (2021-22 School Performance Dashboard)	Covid-19, teacher turnover, student attendance

**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	70	By June, 2023, Graduation Rate for All Students will Increase 2%, from 70 to 72, as measured by 1st year students earning 10+ credits, as indicated on 2020-21 School Performance Dashboard.

## 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)
		June 2021			
ATS, STARS, report cards and transcripts	% of 9th grade students achieving 5 credits per semester	83%	84%		

## 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?)
09/18/2021	01/29/2022	School takes a multi-faceted approach to attendance outreach. Support staff, attendance teacher, school counselors and classroom teachers reach out to students by phone, email and through Jupitergrades online grading/communication software.
09/18/2021	01/29/2022	School counselors monitor students for credit accumulation, and hold intervention conferences with parents of any students who are falling behind.
09/18/2021	01/29/2022	School provides alternate pathway opportunities to make up classes through Fuel Education software, Mid-Winter Recess Academy, Spring Recess Academy, Saturday School. Classroom teachers assist students working in Fuel Education.
09/18/2021	01/29/2022	Students who received grades of NX are targeted by school counselors and teachers for additional help, in order to accumulate credit by January, 2022.

**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	06/18/2022	School takes a multi-faceted approach to attendance outreach. Support staff, attendance teacher, guidance counselors and classroom teachers reach out to students by phone, email and through Jupitergrades online grading/communication software.
02/01/2022	06/18/2022	Guidance counselors monitor students for credit accumulation, and hold intervention conferences with parents of any students who are falling behind.
02/01/2022	06/18/2022	School provides alternate pathway opportunities to make up classes through Fuel Education software. Classroom teachers assist students working in Fuel Education.
02/01/2022	06/18/2022	School hosts award ceremonies to celebrate students with high attendance rates and credit accumulation.

**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)
09/20/2021	06/24/2022	Support staff, attendance teacher, guidance counselors and classroom teachers reach out to families by phone, email and through Jupitergrades online grading/communication software.	N/A
09/20/2021	06/24/2022	St. Nick's Alliance assists with outreach to students who are excessively absent or who are falling behind on credits through its Attendance Improvement Initiative.	St. Nick's Alliance

Human Resources	Teachers, Pupil Personnel Staff, Administrators, CBO
Instructional Resources	Fuel Education Online Course Platform, JupiterEd Web-based Gradebook
Schedule Adjustments	N/A
Other Resources Needed	Financial (Rewards and Incentives)

**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)
Raise CCCR for all students	High graduation rate, but CCCR rate below comparable schools (2020–21 School Performance Dashboard)	School culture still focused on graduation, not achieving CCCR

**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	46	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 2%, from 46 to 48, as measured by College Readiness Index as measured in 2019–20 School Performance Dashboard.

**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)
		June 2021			
Progress-to-graduation Tracker	CCCR index points, calculated based on tracker graduation status prediction	114	120		

**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?)
09/20/2021	01/29/2022	School counselors review transcripts of all students and ensure students on track for Advanced Regents diplomas or CTE/music certification are properly programmed for courses and Regents exams (if given) to meet requirements. Counselors hold grade level meetings to encourage students to take advanced level courses and Regents exams for Advanced designation.
09/18/2021	01/29/2022	Academic intervention services like small group tutoring, during remote classes and during office hours, will be offered to students who are having difficulty with academic course work, based on Regents scores, report card grades and teacher recommendation. This includes office hours intervention for ELLs. Students will be encouraged by teachers to maximize the use of Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Teachers in math and English administer interim assessments to measure student progress throughout the year.
09/18/2021	01/29/2022	Teachers participate in professional development throughout the year, focused on student engagement, questioning and discussion and assessment PDs are offered in-house by lead teachers, who turn-key best practices.. Goal is for teachers to use strategies that encourage student engagement and rigor, which will result in higher academic success.

**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	06/17/2022	The school holds academic celebrations to acknowledge and reward students on track for graduation, and special commendations for students on track for Advanced Regents designation.
02/01/2022	06/17/2022	Academic intervention services like small group tutoring, during remote classes and during office hours, will be offered to all students scheduled for Regents exams, including those required for Advanced Regents, and for CTE exams.
02/01/2022	06/17/2022	Administration, school counselors and SLT communicate with parents about requirements for graduation and benefits of graduating with advanced certifications.
02/01/2022	06/17/2022	Provide opportunities for students to participate in test preparation programs such as Kaplan to raise their achievement level on the SAT.

### **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)
09/20/2021	06/24/2022	Family presentations to explain concept of college-readiness, and the importance of students taking rigorous courses and achieving college-ready scores on Regents exams.	Parent Association, Parent Coordinator, Post-secondary partners (CUNY, SUNY)
09/20/2021	06/24/2022	Students can take college courses through partnerships with College Now/LIU and SUNY Albany (dual-credit courses).	LIU, SUNY Albany, City Tech

Human Resources	Teachers, Administrators, Post-secondary Partners (LIU, SUNY Albany, City Tech)
Instructional Resources	Castle Learning, Khan Academy, HMH Into Literature, Tutor.com
Schedule Adjustments	N/A
Other Resources Needed	N/A

## **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)
Students attaining less than 70 on NYS Regents Exams in Math and ELA (Tier 2)	Performance on Regents Exam	After school AIS	Tutoring	After school	Tutor.com (Yes)
Students attaining less than 65 on NYS Regents Exams (Tier 2 & 3)	Performance on Regents Exam	Classroom and after school AIS	Small group; One-to-one	During and after school	No
Students attaining less than 11 credits at the end of 9th grade (Tier 2 & 3)	Grade level promotion criteria (credit requirements for graduation)	Expanded learning time	Small group	After school (Mid-Winter Recess, Spring Recess, PM School, Saturday School, Summer School)	Blended (Technology-based and Classroom-based)

## 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)
Peer Mediation (Tier 2)	Needs Assessment; Referrals	Restorative practice	Small group	During and after school	Blended (Technology based and in-person)
Individual Counseling (Tier 3)	Needs Assessment; Referrals	Mental Health Prevention & Intervention program	One-to-one	During School	Blended (Technology based and in-person)
Mentoring Program (Tier 2 & 3)	Needs Assessment; Referrals	Peer Group Connection (PGC) Program	Small group and one-to-one	During and after school	Blended (Technology based and in-person)

## 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**.

Identify the number of Students in Temporary Housing who are currently attending your school.  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.	64
---	----

Describe the services you are planning to provide to the STH population.	In accordance with the McKinney-Vinto Act, services provided to the STH population include: • Free Breakfast and Lunch (Chancellor's Regulation A-810) • Free Transportation Services (Chancellor's Regulation A-801 • Guidance Services inclusive of counseling Students in temporary housing receive free school uniforms, toiletries, school supplies (pens, pencils, notebooks, backpacks), and school waives senior dues (for gown, diploma, yearbook, etc.) on a case-by-case basis. Students receive counseling from guidance counselors and school social worker as determined necessary.
--	---

# 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

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. The High School for Enterprise, Business and Technology, 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.

### Support for Parents and Family Members of Title I Students

The High School for Enterprise, Business and Technology 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;

### 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)

The High School for Enterprise, Business and Technology, 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:	BK
School Number:	478

### 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	Holger Carrillo
Assistant Principal	Jackie McAllister
English as a New Language (ENL) Coordinator	Lori Goodman
English as a New Language (ENL) Teacher	Cynthia Foggie
Bilingual Teacher/Social Studies	Tamara Montano
School Counselor	Michelle Arroyo Oransky
Bilingual Teacher/Mathematics	Erwin Lara
Parent	Ms. Kathryn Lineberger
Parent	Ms. Omaira Frederick

## 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:	3
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:	1
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:	1
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

### 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]:	2
--	---

## D. Student Demographics

Total number of students at your school (excluding pre-K):	546
Total number of current ELLs at your school:	102
Total percentage (%) of current ELLs at your school:	19
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	.2

## 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	TBE	SPANISH	2005										4	5	3	2	14
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 4	total: 5	total: 3	total: 2	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
---	-----

### 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>Stand-alone ENL grouping is done primarily by grade bands (9/10) and (11/12) and combines Entering and Emerging levels according to NYSESLAT proficiency level. As per CR Part 154, we provide 1 unit (1st period) of Standalone ENL to our EN and EM students. We believe that starting the day in a "safe" scaffolded environment is beneficial to student morale and academic success. We believe this heterogenous mix allows for modeling and mentoring by higher proficiency and/or more mature or confident students as well as the development of leadership skills. Additionally social development or younger, shy or less confident students is supported. Instruction is delivered live (or virtually via Zoom or Google Meet should remote instruction continue) and provides teacher video/audio, slides, Jamboard and writing and instructional videos (such as from PBS, Floccabulary or Youtube). Visuals and videos offer comprehensible input for ELLs at the beginning of lessons. Additionally, postings online to Google Classroom will allow to students the opportunity to pause, rewind, review and add native language captions as language scaffolds. Additional support, tutoring and discussion in English (and native language) beyond mandated minutes "after school" live or via telephone, email/text, Google Meet or Zoom as needed (requested) for small groups and one on one with ENL licensed teachers. Students are supported in accessing assignments/grades via Google Classroom and Jupitergrades.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL is delivered by grade level, and generally includes mixed ENL proficiency levels; students are mixed with general ed Integrated ENL taps into and enhances ELLs' existing home language skills (Spanish, Chinese, Arabic, Bengali, etc.). Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks are enriched with academic English language development. In addition, home language resources (libraries, texts, technology, primary resource materials, etc.) are available in the classroom and there are additional resources that can accelerate learning in the school's library. This year we will likely offer 9th - 12th ELA classes co-taught by an English teacher and an ENL teacher (and/or a doubly licenced ENL/ELA teacher) In addition, we will offer ENL support in at least one other content area, either science or social studies. This will depend on the number of students in each grade level as well as their proficiency levels. We strive to support the lowest level students as much as possible (according to staffing availability).</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>As students (all ELLs or former ELLs) develop English language skills, time in the home language decreases. When ELLs reach commanding on the NYSESLAT, they exit to a monolingual class in English with home language supports and continued extra time on exams (for 2 years) Math and Social Studies students in the bilingual program heterogenous proficiency levels (but Expanding are encouraged to opt ENL only), grouped by grade as follows: - Algebra (9/10th) - Global Studies (9th and 10th, separately) - US History (11th)</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>Based on their level of English proficiency (as per NYSESLAT), ELLs and former ELLs receive stand-alone ENL and integrated ENL services comparable to those required by Commissioner's Regulation (CR) Part 154. ENL Coordinator and teachers collaborate with grade level counselors and programmer to ensure minutes match student level requirements. These services are delivered both synchronously and/or asynchronously via Jupitergrades, Google Classroom, etc. ENL teachers provide live instruction for stand-alone ENL (or create their own stand-alone ENL virtual classes in Google Meet or Zoom) and are officially added as a co-teacher to any co-taught sections of integrated ENL and work with content co-teacher to deliver the curriculum and provide materials that are scaffolded and accessible to English Language Learners. HLA instructional minutes are delivered primarily live and asynchronously via Google classroom making use of online platforms such as Duolingo and Castlelearning. Minutes each student receives follow CR 154 requirements as much as possible.</p>
---	--

<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>Our bilingual course offering varies each year due to staffing and student needs. This year we offer bilingual Algebra 1 and Global Studies. In the past we have offered Science too, but we don't have a licensed bilingual Science teacher, so we have the ENL teachers do push-ins.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Home language resources (including bilingual dictionaries and bilingual and native language texts, technology, primary resource materials, etc.) available in the classroom and in the school's library are supportive resources that can accelerate learning. Feedback can be provided in home language to students in varied ways including: bilingual instructors, Google doc/slides comments and editing suggestions, translated email messages and comments directly in Jupitergrades assignments; also, Castlelearning provides hints and explanations when incorrect answers are given (can be in native language); Jupitergrades also translates teacher comments, and sometimes teachers use google translate to provide native language feedback (or students can use it to translate from English). Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks should be enriched with academic English language development. Additional online resources that integrate home language into instruction include WespeakNYC, which provides vocabulary translations in several languages, Castlelearning and Duolingo. Also, NewsELA articles come in both English and Spanish. Bilingual/ENL Teachers have "office hours" after class (live tutoring and support sessions via google docs, phone or google meet) wherein closed captions, google translate or live speech in native language can be incorporated. Students can respond in Spanish verbally or via writing (e.g. chat/google classroom). Also, home language feedback is provided to students in varied ways including: Google doc/slides comments and editing suggestions, email messages and comments directly in assignments; also, Castlelearning provides hints and explanations when incorrect answers are given (can be in native language); Jupitergrades also translates teacher comments, and sometimes teachers use google translate to provide native language feedback (or students can use it to translate from English). Students are encouraged to demonstrate their understanding in native language as well as English through a variety of tools/ methods of representation including: -- written via Jamboard, Padlet, Peardeck, chat, Jupitergrades, Google docs and slides, Newsela, ELL.Brainpop multiple choice and fill-ins via Castlelearning, Newsela, ELL.Brainpop, WespeakNYC -- verbal/audio/video via uploads to google classroom, Jupitergrades, Flipgrid -- Duolingo for Schools provides audio input and records student voice (and gives feedback) as well as sentence building/rearranging and fill-ins</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>Approximately 56% of our ELLs are Newcomers, about 48% of which are SIFE, and about 25% of total are SIFE. Newcomers are generally initiated to English with listening and speaking activities such as the Duolingo for Schools platform (if their native language is supported). Additionally, the audio/conversation program Pimsleur is sometimes used to supplement. Flashcards of basic English vocabulary are offered via Castlelearning and Quizlet. Finally, the We Speak NYC video series and online exercises are used to initiate Newcomers to American and NYC culture and English. Developing and Long-Term ELL services on the other hand focus more on reading and writing via programs like NewsELA, Castlelearning Quizzes and academic supports for the content classroom (e.g. Khan Academy, Delta Math, HMH, etc.)</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>35% of our ELLs are Long-Term, and 20% are developing. In general, many of our Long-Term ELLs (more than 50%) also have IEPs so these students are provided additional support via ISS services, such as in class co-teaching, after school tutoring and small group instruction. Both groups receive co-taught instruction from an ENL + content teacher team.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>About 3% of our students are Former ELLs. As possible with staffing, these students are placed into co-taught classes with an ENL instructor; additionally, they are provided extended times for assessments, including state Regents exams. Additionally, guidance counselors and ENL teachers "check in" throughout the year to support the students' emotional and academic welfare.</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>By far the weakest modality is writing, and the grand majority have better reading comprehension scores than writing. This indicates a necessity for more writing support, interventions and practice for ELL students. Also, most students are stronger in listening than speaking, which is not surprising, but it reminds us we must incorporate speaking activities in class and for home practice (e.g. Flipgrid recordings).</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>Although in some cases, students take other content (e.g. Regents) exams in their native language, in general higher proficiency English students fare better on exams, especially those that require more reading and writing, such as the English and Social Studies Regents exams. Higher reading and writing modality scores often correspond to better performance on other exams. However, math and science exams, which can be more visual and numeric, appear to correlate less strongly to NYSESLAT performance overall.</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>At-risk student are almost always poor attendees. Evidence shows that students with excellent attendance often achieve higher grades and higher graduation rates, while students with poor attendance often struggle to pass their course, exams and ultimately to graduate.</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>The grand majority of our ELLs and families speak Spanish, followed by a smattering of Arabic, French, Bengali, Chinese and Russian speakers. We use Jupitergrades, Translation and Interpretation Unit and Google Translate to communicate with parents and students in their native languages. We have many bilingual Spanish speakers as well as speakers of almost all the languages of our students; we use these staff to help students feel welcomed and supported and keep them "in the loop" of news and events.</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 <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>By far, Hispanics make up the majority of our ELLs, with Asian, Arab, Afro-Arab, and African following. When possible, students have the opportunity to interact with bilingual/bicultural staff from the students' home country or region. Our teaching staff is trained in cross-cultural communication, and we strive to incorporate cultural and historical backgrounds of the students; We try to introduce cultural learnings in the ENL classroom as well by celebrating and learning about Asian and Pacific Islander and Hispanic Heritage months, holidays such as Muslim Eid and Lunar New Year, as well as reading about relevant topics in the news from around the world.</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?

SIFE and students with IEPs tend to become Long-term ELLs perhaps due to writing challenges/disabilities that prevent them from communicating well in written format, and thus being able to pass the NYSESLAT. We've interestingly noticed a slower initial absorption rate amongst certain indigenous SIFE students from Guatemala who speak another language (Maam), with Spanish as the 2nd (and at times not very fluent) language with English 3rd or later. However, interestingly, these students seem to reach a point after 2+ years where their learning grows exponentially. We believe this happens when they stop relying on Spanish (not their native language) to learn and just start reading and learning in English. They seem to apply the skills they used to learn Spanish quite efficiently to learn English. A similar phenomenon is happening with an African student who speaks French as her second language.

## **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>APs and instructional leads consider MLs/ELLs in instructional design in a number of ways. During programming, we give these students priority so that they are placed in appropriate classes with additional instructional supports, as necessary. Professional development and support for curriculum planning is encouraged so that teachers can scaffold material that is challenging for these students, for either linguistic or cultural reasons. Leadership encourage teachers to provide opportunities for MLs/ELLs to work and support each other in homogenous groupings, and to learn from and support other students in heterogenous settings.</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>Integrated ENL strives to access, activate and enhance ELLs' existing home language skills (Spanish, Chinese, Arabic, Bengali, etc.) and knowledge. Programming that clusters cohorts of ELLs with the same home language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks should be enriched with academic English language development. In addition, home language resources (libraries, texts, technology, primary resource materials, etc.) available in the classroom and in the school's library are additional resources that can accelerate learning. TBE - As students (ELLs or former ELLs) develop English language skills, instructional time in the home language decreases. When ELLs reach Commanding on the NYSESLAT, they exit the TBE program to a monolingual class in English with home language supports and additional time as per former ELL status.</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>Most instruction is delivered live and/or via video/audio including visuals via Google slides and Jamboard and writing and instructional videos (such as from PBS, Flocabulary or Youtube). Visuals and videos offer comprehensible input for ELLs at the beginning of lessons. Content specific materials and assessments from Castlelearning, DeltaMath, Khan Academy, Quizizz, Kahoot and other digital resources are also utilized. Castlelearning is the instructional technology used school wide for Regents exam prep, as well as diagnostics and summative assessments. Castlelearning provides hints and explanations when incorrect answers are given (can be in native language), and students can learn individually at their own pace. Additionally, virtual flashcards can be assigned to foster vocabulary and content development. Lower proficiency students are also supported in their native language in accessing assignments/grades via Google Classroom and Jupitergrades. Additional online resources that integrate home language into instruction include WespeakNYC, which provides vocabulary translations in several languages and Duolingo. Also, NewsELA articles come in both English and Spanish. Students are encouraged to demonstrate their understanding in native language as well as English through a variety of tools/ methods of representation including: -- written via Jamboard, Padlet, Peardeck, chat, Jupitergrades, Google docs and slides, Newsela --multiple choice and fill-ins via Castlelearning, Newsela, WespeakNYC --verbal/audio/video via uploads to google classroom, Jupitergrades, Flipgrid --Duolingo for Schools provides audio input and records student voice (and gives feedback) as well as sentence building/rearranging and fill-ins --Pimsleur improves listening and speaking skills for lower level ML/ELLs.</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>Instructional support services (ISS) teachers provide scaffolding and modifications for lessons for all students with IEPs, including ELLs. ISS teachers work with ENL teachers to decide best approach for ELLs who have IEPs, including assisting with linguistic and cultural challenges. Teachers work together to modify curricula and instruction to best support all students, modifying presentation, response, setting and/or timing, for example. Programming ELLs with IEPs is done to align with federal mandates for services. ENL teachers provide support to greatest extent possible, either pushing in to classes part- or full-time, working with students outside of class time, and/or providing assistance in written or digital form when not able to be present with the students.</p>

## Know Every Student Well

<p><b>SCREENERS</b></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 are currently using the NYSESLAT reading score, periodic assessments and online reading assessments from Newsela and CommonLit to understand student reading proficiency, although we are considering Lexia and Achieve3000 for the next years. Using levels obtained, we are able to group students both hetero and homogeneously during class time and to provide targeted instruction, support, intervention and practice activities. For instance, a student reading at 2nd grade level will require simpler instructions, text and activities in English than one reading at near grade level for high school.</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>All intervention services are offered in English and Spanish, and sometimes other languages, via either when teacher proficiency or via technology platforms. Core Instruction Tier I = •Rigorous and evidence-based curriculum, including English language development for ELLs (Castlelearning, Deltamath, Collections ELA, etc.) Double Dose of Instruction Tier II = •Extra attention, activities, and experience targeted to specific students, in addition to core instruction Intensive Intervention Tier III = •Intensive and individualized instruction</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><b>FORMATIVE</b></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>Collections NYC HS ELA Scope and Sequence curriculum has embedded formative assessments (often open ended) Social studies, science and math use a myriad of curriculum embedded assessments including Deltamath, Kahoot, Quizlet and Castlelearning. Additionally, Jamboard, Padlet, Jupitergrades and Google classroom have all become invaluable formative assessment aids for recording student responses online Teacher created assessments, often incorporating online resources such as ELL.Brainpop, WespeakNYC, Duolingo for Schools, Claire’s Easy English News, NewsELA, Edpuzzle, Quizizz and others What structures do you have in place to support this effort via: -Weekly live grade level meetings for planning and discussing student work -Shared EBT google docs and One Drive/Sharepoint (NYCDOE) -School has invested in Google, Jupitergrades and Castlelearning all of which allow for simple assessments (forms, quizzes, surveys, forums, etc.)</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>ELL Coordinator will meet individually with students new to the school Students can respond in Spanish verbally or on the chat (both ENL teachers as well as bilingual teachers are fluent in Spanish Students whose home language is other than Spanish are supported via google classroom and docs,slides, etc. students can write and read in native language - teachers and students can use google translations to communicate, assess and provide feedback in home language NewsELA articles and quizzes come in both English and Spanish Feedback is provided to students in varied ways including: Google doc/slides comments and editing suggestions, email messages and comments directly in jupitergrades assignments; also, Castlelearning provides hints and explanations when incorrect answers are given (can be in native language); Jupitergrades also translates teacher comments</p>
<p><b>SUMMATIVE</b></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>We use the NYSESLAT, Regents exams and sometimes middle school standardized exams and the ELL Periodic Assessment to evaluate the effectiveness. Additionally, we use varied NYC HS curriculum unit assessments including Collections (ELA), Castlelearning for social studies, science and math as well as Delta Math. We have the following structures in place to address interventions once the summative data has been gathered: -After school/office hours for one-on-one/small group live tutoring (includes chat, phone, video) -Regents prep classes (after school, Saturday) -Retakes in Castlelearning, Edpuzzle, etc.; extended time -native language translations on Castlelearning, Quizizz, Google docs, etc. -Feedback and comments on student work in Google Docs and Google Slides</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>ENL Coordinator and Teachers administer the NYSESLAT exam as follows: Speaking assessment begins in late April, starting with lower proficiency ELLs in standalone ENL classes. Using substitute teachers or colleagues for coverages, students will be pulled from ENL class and tested by the other ENL teacher (or another trained teacher). We continue over the next 30 days to complete these individual assessments by working with speaking. ENL Coordinator communicates with staff to ensure attendance is recorded and to discuss specific students or classes that cannot be missed. Listening, Reading, Writing (Days 1, 2, and 3) begin mid May again with lower proficiency students in standalone ENL period 1. We keep them through period 3 to complete the entire day (3 modalities) with later days for absentees and those kneading extra time. Later in the day (periods 5-8, instead of 1-3), we assess the developing and expanding students who will be pulled from their other academic content classes. Again, a master list is used to check off students as they are tested for each section of test. ENL Coordinator communicates with staff to ensure attendance is recorded and to discuss specific students or classes that cannot be missed. Scoring will be done after school per session with trained ELA or social studies teachers as well as ENL Coordinator and teachers. ENL teachers will continue to provide after school tutoring during this time and will communicate with co-teachers and content teachers to ensure ELLs, and former ELLs are supported academically and emotionally during the testing period. However, due to insufficient staff and funds, ELLs, and former ELLs may not continue to receive mandated services during the NYSELAT testing period unless we are able to find ENL substitute teachers.</p>

## Shared and Inclusive Curriculum



<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></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>ELLs with IEPs are in co-taught Integrated classes, generally with either or both ENL and ISS support, depending on their IEP and staffing. To ensure access to and engagement with grade level content, we incorporate native language supports, visuals and videos, repetition, redirection and both written and verbal instructions (often in both English and native language when needed). Additionally, small group and individual attention from ENL AND ISS teachers during and outside of class are provided during office hours or upon request. Finally, Castlelearning allows for native language support (can quest questions, answers, explanations in native language) as well as visuals and vocabulary flashcards. It provides ample retake opportunities as well. Teacher may serve as scribe to put student ideas into writing.</p>
<p>b. SIFE</p>	<p>Bilingual/bicultural staff from the students' home country are employed to ensure access to and engagement with grade level content. As with our ELLs with IEPs, for SIFEs we also incorporate native language supports, visuals and videos, repetition, redirection and both written and verbal instructions (often in both English and native language when needed). Our teaching staff is trained in cross-cultural communication, the cultural and historical backgrounds of the students, and instructional methods that are designed to accelerate the academic achievement of SIFEs; student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parents. Additionally, Castlelearning allows for native language support (can quest questions, answers, explanations in native language) as well as visuals and vocabulary flashcards. It provides ample retake opportunities as well. Teachers may serve as scribe to put student ideas into writing.</p>
<p>c. Newcomer</p>	<p>For our Newcomers, we utilize a "big brother/sister" buddy system with peers or classmates who share the native language (ideally) can show students around the school and help them adjust to the daily schedule; We use speaking activities and small group sessions to ease transitions for newly arrived students. Also, we commonly enroll students in the Duolingo for Schools digital platform which provides native language to English instruction and practice. Additionally, Castlelearning allows for native language support (can quest questions, answers, explanations in native language) as well as visuals and vocabulary flashcards. It provides ample retake opportunities as well. Bilingual teachers may serve as scribe to put student ideas into writing.</p>
<p>d. Developing</p>	<p>Our developing ELLs are programmed to gen ed class, but provided additional support in (co-teacher) and outside of class (after school tutoring) by licensed ENL teachers. Castlelearning allows for native language support (can quest questions, answers, explanations in native language) as well as visuals and vocabulary flashcards. It provides ample retake opportunities as well. Teacher may serve as scribe to put student ideas into writing. Extra time is given for tasks and tests.</p>
<p>e. Long Term</p>	<p>Long Term - often deficient in writing, additional supports provided; content teachers informed of status. ELL Coordinator Extra time is given for tasks and tests. Teacher may serve as scribe to put student ideas into writing.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Our former ELLs are provided additional time for tests and tasks for 2 years after exiting ELL status. They are no longer provided bilingual classes (i.e. they exit the TBE program) and are programmed for 1 integrated content class with a content teacher + ENL teacher, or dually licensed ENL teacher (dependent on staffing availability). ENL teachers will continue to provide after school tutoring to these students and will communicate with co-teachers and content teachers to ensure former ELLs are supported academically and emotionally.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Feedback is provided to students in varied ways including: Google doc/slides comments and editing suggestions, email messages and comments directly in Jupitergrades assignments; also, Castlelearning provides hints and explanations when incorrect answers are given (can be in native language); Jupitergrades also translates teacher comments, and sometimes teachers use Google Translate to provide native language feedback (or students can use it to translate from English).</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 Biliteracy?</p>	<p>We currently offer only Spanish as a language elective. We are preparing our students for the NYS Seal of Biliteracy by joining the google classroom and beginning to look at data for our strongest students to encourage them to pursue this accolade.</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>Brooklyn North ELL Coordinators meet monthly; Ms. Lori Goodman turnkeys to ENL staff and others and notifies and invites staff to future PD opportunities for MLs/ELLs encouraging registration, participation and practice of new skills, ideas, games, tech tools, etc. by all staff. One of these sources, is Regional Bilingual Education Resource Network - RBERN, is a go-to source for excellent professional development. and other providers deliver PDs throughout the year. Guidance counselors are an additional resource for professional learning regarding social emotional needs, and ours are all bilingual Spanish, so able to turnkey to parents of MLLs/ELLs.</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>As per CR Part 154, teachers who hold professional licenses are required to receive 100 hours of professional training every 5 years, 50% of which must be ELL-focused for bilingual and ENL teachers, and 15% must be for non-bilingual or non-ENL teachers. Records are kept for professional development activities (e.g. agendas, attendance) by individual teachers as well as AP Wharton and/or Ms. Robinson, who maintains OP-201 records. ELL specific hours for certification renewal as per CR Part 154 is 15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers.</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>Parents are invited to an annual potluck or restaurant dinner. In the past besides our parents and former and current students, guest teachers and administrators, we've also had published poets and authors and artists share their work with us. We've danced and played freeze dance together, sung karake and made our own juice and shared recipes. We include parents to chaperon or accompany as well on field trips, be they virtual or to the theater, opera, museum and other events. Additionally, they are invited to participate in Duolingo for Schools with their child, and Saturday English classes are provided occasionally. We value our parents and train them to use Jupitergrades so they can stay in communication with teachers and the school, in their native language if needed, and to stay on top of their child's academic progress.</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>Primarily via telephone or Google Meet or Zoom, but in person when possible, ELL Coordinator provides annual parent meetings to discuss student progress in English language and toward graduation In person meetings are requested, scheduled and completed when possible Via a google sheet with names and phone numbers; updates and input is shared with all interested staff, not just ENL teachers When possible, internal staff will be used as interpreters, and/or the LT unit from DOE will be involved. Translation is provided by staff, google translate or LT unit.</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>	
--	--

## 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>Administrative Assistance in main office does initial intake and provides HLIS in native language (but ENL Coordinator works with family to fill). School counselor receives transcript and works in collaboration with ENL Coordinator to create a relevant program for classes. ENL Coordinator does full intake and orientation, including NYSITELL testing and parent orientation. ENL Coordinator enters info about program choice to ATS (BNDC and ELPC screens). Spanish Lab is administered to Spanish speaking students if they don't pass as proficient from NYSESLAT.</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>Administrative Assistant - Dolores Rivera or Vivienne Robinson School counselors - Michelle Arroyo, Joanna Flores, Christian Reynoso ENL Coordinator - Lori Goodman Administrative Assistance in main office does initial intake and provides HLIS in native language (but ENL Coordinator works with family to fill). ENL Coordinator does full intake and orientation, including NYSITELL testing and parent orientation. ENL Coordinator enters info about program choice to ATS (BNDC and ELPC screens). Spanish Lab is administered to Spanish speaking students if they don't pass as proficient from NYSESLAT. IF student is from another school, ATS is consulted for level.</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
Lori	Goodman	ENL Coordinator	2018	YES	Lori Goodman

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

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
---	-----

**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	245	29	245	29
Bengali	10	1.0	10	1.0
Arabic	2	.2	2	.2
Nepali	5	.5	7	.7
Chinese, any	7	.7	7	.7
Haitian-Creole	3	.3	3	.3
Russian	1	.1	0	0
Polish	2	.2	2	.2
Pilipino	2	.2	2	.2
Albanian	2	0.2	2	.2

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	5	12
Bengali	1	1
Urdu	1	1
French	0	2
Russian	1	1
Japanese	0	1
Thai		1
Italian/Portuguese		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"> <li>■ Part III of the Home Language Identification Survey (HLIS)</li> <li>■ Automate The System (ATS) reports</li> <li>■ Student Emergency Contact cards</li> <li>■ Surveys conducted by your school.</li> </ul>	<p>We canvas the language preference for communication with parents and guardians in several ways in order to facilitate parental involvement and active participation to our school community: - At the time of the child's enrollment, in addition to an interview with the ENL Coordinator, parents fill out the HLIS and Language of Communication Preference Forms, as well as blue student emergency cards, which serve as a starting point for assessing translation and interpretation needs. - We use the HLIS forms to enter home language on ATS Bio screen and then enter parent preference on BNDC/ELPC screens. The ATS RCPL report is updated regularly with the parents preferred language for communications by grade and by class. - In addition, we gather data from EDUR Top 10 Languages and ATS Language preference reports to assess the language of communication needs of the parents of the entire student population in our school, not only the ELLs, and to anticipate the needs of translation and interpretation services in different languages. - Finally, via Jupitergrades, parents are able to self-selective language of preference for translation of parent communications and student assignments.</p>
---	--

## 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.
NYC Schools Account Creation Letter	September	DOE offers various translations
Beginning of Year Principal Welcome Letter	September	In-house translation to Spanish using one of our Foreign Language teachers; Google Translate or TI&I Unit to other languages
Promotion in Doubt (PID) Letters	January and June	DOE Translated in preferred language of parent
Individual Education Plans	periodically throughout the year	DOE Translated in preferred language of parent
Notice of IEP Meeting	periodically throughout the year	DOE Translated in preferred language of parent
NYSESLAT notification letter	April	DOE Translated in preferred language of parent
Letters to ELL parents	October	DOE Translated in preferred language of parent
Notification of parent-teacher conferences	November and March	DOE Translated in preferred language of parent (and disseminated via Jupitergrades)

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	November and March	in house staff and T&I unit; parents to request prior to event for lower frequency (non-Spanish) languages; Also, google translate
disciplinary meetings	periodically	in house staff and T&I unit; parents to request prior to event for lower frequency (non-Spanish) languages; Also, google translate

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..)	Jupitergrades offers on-site translation of urgent communications; parents link preferred cell phone or email. We also use robocalls to alert them of the notification (so even if they don't understand the message, they know there is a communication awaiting them on Jupitergrades)
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Jupitergrades offers on-website translation of parent notifications; parents link preferred cell phone or email. We also use DOE translated form letters when available as well as in-house staff.
(C) If a parent has an emergency and needs to contact the school.	If no inhouse staff available to translate, we will attempt to contact the T&I Unit and/or use google translate once parent language is determined.

## 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	turnkey training with Principal Carrillo and AP Wharton
Over-the-Phone Interpretation Desk Aid	turnkey training & staff email
Language Access Handbook	upon request by staff email
T&I Unit InfoHub Link	posted to school website and via staff email

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	Our goal and Chancellor's Regulation A-663 is 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. Thusly, ENL Coordinator/LAC communicates with staff, especially to train on usage of Translations & Interpretation Unit, but also regarding news, events and trainings relevant to speakers of other languages in our school community
---	---

## 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"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Checklist of Notification Requirements ? Welcome Poster ? Parents' Bill of Rights ? Parents' Guide to Language Access ? Language ID Guide at security desk and main office Parents who speak a language other than English have been provided with a copy of the Bill of Parents Rights and Responsibilities in the language indicated on the Home Language Identification Survey (HLIS). In addition, these parents are provided with written notification of their rights regarding translation and interpretation services. A sign (in English, Spanish, Haitian Creole, Arabic and Chinese) indicating the office and room number where a copy of written notification of parental rights regarding translation and interpretations can be found will be posted in the main office of EBT. Furthermore, the school's safety plan includes procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Lastly, parents will be notified of the Department of Education website which details their translation and interpretation rights and services.</p>
---	---

## 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, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>We use feedback from the Board of Education's parent survey to understand parent views about the quality and availability of services. This year we plan to introduce the Parent Survey on Language Access (from Appendix A of Language Access Handbook) at parent conferences. In addition, we are considering scheduling a school specific online survey and/or focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices.</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>Most feedback has come from teachers, but we have not received many comments from parents; however, we do solicit feedback after services have been rendered. Some teachers have complained about issues with the T&amp;I Unit; in one case, the staff member had an old flier with outdated information. This feedback teaches us to ensure teachers are furnished with CURRENT/updated paper fliers as well as email at the beginning of the school year and if any changes occur. Also, this year many issues were encountered throughout the city, so our teachers and staff are encouraged to log any problems in order to improve the service.</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:	High School for Enterprise, Business and Technology
DBN:	14K478
<b>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.</b>	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:	102
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"> <li>■ Rationale</li> <li>■ Subgroups and grade levels of students to be served</li> <li>■ Schedule and duration</li> <li>■ Language of instruction</li> <li>■ Number and types of certified teachers</li> <li>■ Types of materials</li> </ul>	<p>The High School for Enterprise, Business, and Technology uses Title III funds and will not exceed 20% of total allocation to help students develop their language and academic skills and to provide students with additional educational resources and opportunities. The materials will only be used during Title III LEP program and not during the instructional day. The grand majority of funds will be applied toward paying teachers (per session), although some will be spent on materials. Our school is conceptually consolidated so we need not provide a specifically outlined budget. The Title III program will be conducted in both in-person and in remote situations, via Google Meet, Zoom and/or telephone (for one on one sessions). An on-site ENL teacher will provide Standalone and push-in/integrated content lessons to those coming physically to school. If necessary, Title III program will cooperate remotely via the online platforms Google Meet and Zoom, as well as asynchronously via Google Classroom and Jupitergrades. Links to live classes will be given via both asynchronous platforms. The Saturday classes and after school sessions will address the linguistic and academic needs of newly arrived ELLs recently enrolled in the New York public schools, long term ELLs struggling to exit the program, students preparing for the mandated Regents, ELLs who have fallen behind academically, as well as students with interrupted formal education (SIFE). Additionally, the goals of the Saturday and after school programs are; to accelerate language acquisition, fill in academic gaps and boost academic growth aligned with the common core benchmarks in all content areas, as well as to prepare students for 21st century college and career demands. The Title III program's objectives are to provide access to technology and other resources, guided support and practice for the Regents exams, develop test taking strategies and study skills based on needs assessment and individualized planning, and to expose ELLs to cultural and civic aspects of our school community, neighborhood, and New York City. Parents are invited and encouraged to participate in all activities, and they are invited via Jupitergrades, email and telephone using bilingual staff or DOE translation unit to communicate. Furthermore, we teach students the importance of becoming active participants in their own language learning. Through this program, we emphasize the need for each student to know his or her own learning style (visual, auditory or kinesthetic) and cognitive style. Students are taught how to assess their own strengths and areas in need of growth. This can be accomplished by showing students how to target skills that need to be sharpened through the use of formative and summative assessments (e.g., unit exams, reading conferences, teacher feedback, etc.).</p>
<p>Rationale</p>	<p>The curricula for English Language Learners (ELLs) in both the Free Standing and the Transitional Bilingual Education Programs are aligned with New York State Standards and Common Core Learning Standards. In order to assist ELLs in demonstrating proficiency of these standards, we need the Direct Instruction Supplemental Program. We design our instructional programs to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas of our English Language Learners. Although our day programs meet the mandated service time for the ELLs, the diversity of the ELL subgroups served in our school requires additional support which we plan to offer during the two sessions, fall and spring, of the Saturday Institute and after school small group instruction program. 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.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The Title III program supplements our core transitional bilingual and freestanding ENL programs that currently serve 102 ELL students in grades 9-12. Our Transitional Bilingual Education program follows the New York State recommended guidelines: Entering and Emerging, 30% English, 70% Spanish; Transitioning, 50% English, 50% Spanish; Expanding/Commanding, 70% English, 30% Spanish. For the Saturday Institute, we focus on our Entering and Emerging ELLs and students who did not show growth on the NYSESLAT last spring, as well as students who are failing and/or behind on credits. However, the program is open to the ELLs in all subgroups across all grade levels (9, 10, 11, and 12). Instruction will be differentiated based on the individual needs of each student. Attendance, grades or notes as well as call logs will be recorded in Jupitergrades, and teachers will monitor and record progress notes on the 4 language modes as per session activities.</p>
<p>Schedule and duration</p>	<p>The after school program will meet from 2:35 until 5:30pm for 3 hours 2 times a week on Wednesdays and Thursdays, with Wednesdays devoted to upper class-men (11th and 12th graders), while Thursday is the lower grades. Students will also be grouped into higher and lower proficiency, but may be paired heterogeneously according to personality and needs. Students will be provided with extra help for classroom assignments (individual and small group instruction), as well as guidance and mentoring, and will have access to computers. Additionally, we will include social and fun academic activities, such as science experiments, computer games like Kahoot, Quizizz and "Cool math games" as well as board games like Pictionary, chess and Soduku. Our after school program will begin October 6 and run through June 10. Teachers will be licensed ENL teachers Ms. Goodman and Ms. Jungkurth, who will work directly with students or indirectly alongside their content teacher when feasible. There will be approximately 58 sessions. The Saturday program will begin in October, 2022 and end second week of June, 2023. Classes are broken into two sessions beginning at 9am and at 11 am. Breakfast and lunch are provided. There will be 15 sessions. Ms. Montano will be the Social Studies teacher, Ms. Fahrner (dually licensed in ENL/ELA) will teach English, Dr. Irikura for science and Ms. Jungkurth and Ms. Goodman as the alternating ENL teachers. Students will choose which sessions to attend according to teacher recommendation and individual needs. Again, students will be grouped by grade and proficiency, with four main groups, high proficiency/upper grade; lower proficiency/upper grades; high proficiency/lower grades; lower proficiency/lower grade. The ratio of instructional time for after school and Saturday sessions with ENL, bilingual and content teachers will depend on student needs, but in general, lower level English speakers will receive more time with ENL and bilingual teachers, while higher level ELLs and non-ELLs will spend more time with general monolingual content teachers.</p>

Language of instruction	The primary language of instruction for the programs is English. In addition, Spanish is frequently used to facilitate students' understanding of the material.
Number and types of certified teachers	Three eachers providing the services are certified in either bilingual education and/or English for Speakers of Other Languages (ESOL) certified teachers. There are 6 teachers in this program who help ELLs with their acquisition of the English language, three ENL certified teachers (Goodman, Jungkurth & Fahrner) one certified bilingual social studies teacher (Montano), Dr. Irikura for science and one math teacher (Maravilla). Ms. Goodman and Ms. Jungkurth will provide Standalone instruction, but will alternately push-in to content instruction for math, science and social studies. Ms. Fahrner who is dually licensed will provide ENL/English. There will be one supervisor on site (McAllister) for administrative and instructional support for the whole afternoon or Saturday program (not just for ELLs). The supervisor is at little or no cost to Title III because the Saturday and after school programs are part of a whole school initiative.
Types of materials	Materials AT NO COST to Title III will include classroom texts and online programs such as Castlelearning (purchased for the whole school), Duolingo (free) and NewsELA (free version). Such software provides students with authentic language contexts and native speech and real-life social and cultural situations that will help students move more effectively toward English language proficiency. Mobile computer and/or tablet carts will be available to students after school and on Saturdays (for in-person learning). We use web based programs such as Newsela (free), Castle Learning (already purchased at the entire school level). This year we are considering purchasing LearningTree for ELLs or English 3D from HMH to assist our ELLs students with literacy challenges. Additionally, materials at cost to Title III will only be used during the supplemental program (the extended-day programs and the ELL component of our Saturday Institute) and may include manipulatives, flashcards, games, bilingual and picture dictionaries, as well as handwriting and grammar workbooks.
Include any additional details here:	Although co-teaching is possible, generally students will move to whichever class/teacher they need support in (such as ELA, math or social studies). Students will be seated in small groups or pairs which will be homogeneous or heterogeneous depending on the activity, unless students are taking a practice exam, in which case they will sit individually. We will strive for a teacher to student ratio of 1:15 or less per content area. The most common model will be parallel teaching, but co/team teaching is also possible, depending on student attendance and needs. Student groupings will be flexible and will vary depending on attendance and student needs. In addition, students have the opportunity to participate in cultural immersion activities, such as attending Metropolitan Opera performances in person or broadcast into EBT's auditorium and visiting museums throughout New York City, such as the Museum of Modern Art.
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.	,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"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>The two teachers running the after school and Saturday programs are members of the ENL/Bilingual department of the EBT High School and are active participants in the professional development opportunities offered on an ongoing basis in our school, including departmental opportunities that occur every Monday.</p>
<p>Rationale</p>	<p>All the teachers of ELL students in our school will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of student needs and strengths. We believe these opportunities will positively impact the progress of ELLs by fostering teacher collaboration, usage of creative differentiation strategies and instilling confidence in teachers. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction, co-teaching strategies to include our ELLs, and best practices for integrating language and content instruction for English language learners, from Newcomer to Long-term ELL.</p>
<p>Teachers to receive training</p>	<p>All teachers will need PD regarding ML/ELL instruction. In order to stay up to date on best practices, materials and relevant research, staff needs to receive training. The teachers to receive such training in ENL related topics include Lori Goodman (ENL Coordinator), Kirstine Jungkurth, ENL teacher and content teachers who have many English Language Learners in their classes, so should include Ms. Ognibene &amp; Mr. Panoram in the science department, Ms. Pierre, Mr. Day and Ms. Fahrner in the English department, and Mr. Whiston, Ms. Montano and Mr. Vergara in the Social Studies Department. However, humanities teachers (English and Social Studies) will be prioritized since these are more reading and writing intensive subjects, so teachers need more support. Specific EBT Teachers to receive training will vary per topic but may include: Ms. Fahrner, ENL/English teacher, Ms. Cassanova, Math teacher, Ms. Ognibene, Living Environment teacher, Dr. Irikura, Living Environment teacher, Mr. Panoram, Earth Science teacher, Mr. Heegle, Global Studies teacher, and Ms. Pierre and Mr. Day, English teachers.</p>
<p>Schedule and duration</p>	<p>We plan to provide at least half an hour of professional development 1-2 times a month, which can be during common planning (Tuesdays after school), department meetings or even full faculty meetings (after school on Mondays). We believe 1-3 half day PDs per academic year should be sufficient for the content teachers, while ENL teachers should attend 2-6 full day sessions. ENL/Bilingual Department meetings will occur biweekly, and attendance, agenda &amp; minutes will be shared online via GoogleDocs.</p>

<p>Topics to be covered</p>	<p>Our ENL teachers will also attend the following professional development courses (at no cost to Title III funds) offered by the Department of Education including: -Preparing Students for the NYSESLAT -ELL Coordinator Working Group Sessions -ESOL Teacher Shares - Using We Speak NYC Video Series Gen Ed teachers will be offered options such as: DATE TOPIC 9/2022 Citywide Instructional Expectations/ ESL specifics L Goodman 9/2022 S.M.A.R.T. Goals/Organizing for Success 9/2022 Fun Activities That Engage Students in Vocabulary Building 10/2022 ELL Compliance Issues 10/2022 Strategies for Student-Centered Discussion 10/2022 Student Achievement Goal Setting: Using Data to Improve Teacher Effectiveness and Student Learning 11/2022 Data Based Instructional planning 11/2022 ELA/ ESL curriculum alignment 11/2022 ELL Periodic Assessment Data ;Item Analysis 12/2022 ESL Across Curriculum 12/2022 Strategies for Integrating Basic Language Skills with the New Career Readiness Standards 12/2022 The Socratic seminar in the ESL class 1/2023 Intervention plan ;Parent outreach 1/2023 Vocabulary &amp; Accountable Talk Best Practices 1/2023 Formative and Summative Assessments with UDL in mind 2/2023 Communication Games to Enliven Second Language Learning 2/2023 Precision Reading with Vocabulary Investigation 2/2023 Scaffolding the Argumentative essay 3/2023 Academic language for Regents prep 3/2023 Differentiated Instruction 3/2023 Closing the Achievement Gap for English Language Learners 4/2023 Neuroscience and the Classroom: Strategies for Maximizing Engagement Potential 4/2023 Project Based Learning 4/2023 Student Engagement / Proven online teaching strategies 5/2023 Digital Literacy; Updating the Curriculum 5/2023 Planning with the end in mind 5/2023 Protocol for Assessing Student Work 6/2023 Project Based Learning; A strategy for teaching and Learning 6/2023 Writing Common Core Learning Tasks 6/2023 ELA Regents Test Item Analysis</p>
<p>Name of provider</p>	<p>EBT ENL teachers, the UFT, OELL, NYSABE, LInc, RBERN @NYU and Fordham Universities, Department of Youth and Community Development (DYCD), our borough support people from Brooklyn North, Natale Mannino and Tatyana Ulububova, and others will provide professional development seminars that address the needs of ELLs and showcase best practices in working with bilingual and ENL students. For the most part, these are free offerings, such as workshops and webinars that can be provided during faculty and department meetings as well as during days designated by the DOE as professional development days. However, funds will be made available for transportation and registration fees when applicable. Attending teachers will turnkey to the rest of our faculty during weekly common planning and professional development sessions. For example, "Long-term ELLs" is an RBERN offering that our ENL Department teachers will attend and share with colleagues. The teachers will also continue to be involved in sustained professional development in study groups and team and department meetings implementing strategies and techniques acquired via other outlets, such as webinars offered by Newsela, Duolingo, etc. Additionally, we are considering using a FREE!! pilot program for MLs/ELLs called Learning Tree (free with grand), for which we would need to attend a \$1200 training session; this would require the full 10% allotted for PD under Title III.</p>
<p>Include any additional details here:</p>	<p>Great effort will be made to find free PDs so that Title III fund will not be overtaxed. Monolingual teachers dealing with recently transitioned former ELLs will continue to be trained on issues related to native language and ENL instruction. ENL teachers will continue to receive training on enhancing instruction through the use of technology and teaching ENL through content to develop academic language.</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

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:

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

Rationale	<p>Parents will be introduced to the program as direct participants and as monitors of their children's progress. We at EBT understand that support at home and parent engagement helps students succeed academically. Therefore we strive to include parents in their child's education in various ways, in addition to parent conferences. Cost for all parental activities will not exceed 10% of the total allocation. Parents of English Language Learners are involved in our school and we strive to make them feel welcome and empowered. They are included and encouraged to participate in all school wide events organized by and for the parents of EBT. They participate to the PA meetings and take part in the design and implementation of our school educational plan. All documents and letters are translated and at school wide events such as Family Night, Open School Night, and award ceremony the school provides translation services, using our translation equipment and multilingual staff members as interpreters.. EBT has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. In October, we host an open house (virtual this year) for the parents where the parents of ELLs are invited. During the open house, parents participate in a tour, observe classes, and meet the faculty and staff. In addition, parents have the opportunity to accompany their children on the student-led walking tours that are part of the Saturday program. There are also many opportunities for all parents to participate in events such as school performances, and educational field trips such as college visits. In addition, parents are encouraged to help in the planning and supervision of school events. Additional services offered to the parents of ELLs include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit. In addition, the needs of parents are addressed at school events such as PA meetings and Open School Night/Afternoon. Furthermore, Principal Carrillo and his administration maintain an open door policy in order to facilitate effective communication with parents. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. The parents of the ELLs participating to the Immersion Institute are invited and encouraged to chaperone their children during the trips , observe classes, and meet the EBT faculty and staff. The parents of the ELLs participating in the after school and Saturday Institutes are invited and encouraged to observe classes, and meet the EBT faculty and staff, be it on-site or remotely (via google meet or Zoom). In addition, the parents of the Saturday Institute students attend a workshop on how to help their children with homework. They also get their own Jupitergrades, Newsela and Duolingo accounts to monitor their children's progress and/or to improve their own English language skills.</p>
Schedule and duration	<p>We plan to offer 4 sessions for parents, 2 in the fall and 2 in the spring semester. The sessions will be one hour in duration and offered at 11am on four Saturdays as follows: Session #1: October Session #2: January Session #3: March Session #4: May</p>
Topics to be covered	<p>Parent Meetings Timeline Topic 1 : Orientation and overview of program Rationale: Parents will become familiar with the format and goals of the program. They will fill out a a need survey to serve as a guideline for instructional focus. Parents will be encouraged to make suggestions, and volunteer with their expertise for the Saturday Institute initiative. Parent Meetings Time Line Date: October, 2022 Name of Provider: Ms Goodman, Ms. Foggie Audience: Parents of participating ELLs to the Immersion Institute. Topic 2: Online learning Workshop Parents of ELL students are assigned online accounts and taught to use services such as Jupitergrades and Castlelearning that their students use to complete work and/or check their grades. They will also get their own Newsela and Duolingo accounts to foster their own English language development. Additionally, parents will be taught to use several services to help develop their own English language skills and possible academics as well. We support parents in attaining citizenship, GED and college degrees by connecting them with online and other resources in English and/or their native language(s). The parent program should not cost much, but any expenses will be at cost to the Title III program; for example, expenses for an in-person parent party or dinner would be at cost to Title III. This cost will not exceed 10% of the total allocation. Date: January, 2023 Name of Provider: Ms Goodman, Ms. Foggie Audience: Parents of participating ELLs to the Immersion Institute. Topic 3: Parents as Partners Rationale: Parents will learn how to monitor and support their children's academic performance through Jupitergrades and organizational skills Date: March, 2023 Name of Provider: Ms Goodman, Ms. Foggie Audience: Parents of participating ELLs to the Immersion Institute. Topic 4: Family and Community Service Rationale: Parents and students will explore opportunities for community involvement in Bushwick area. Date: May, 2023 Time : 9-12 Name of Provider: Ms Goodman, Ms. Foggie Audience: Parents of participating ELLs to the Immersion Institute. ----</p>
Name of provider	<p>Lori Goodman, ENL Coordinator Cynthia Foggie, ENL Teacher ELL CPSes.</p>
How parents will be notified of these activities	<p>Parents will be notified of (invited to) relevant activities via mailings, email messages and/phone calls translated to parents' preferred languages, as well as handouts given to students in class. Records of attendance, meeting agenda will be maintained on a Google Doc and a hard copy will be kept in the ENL Office.</p>
Include any additional details here:	<p>The parent program should not cost much, but any expenses will be at cost to the Title III program; for example, expenses for an in-person parent party or dinner would be at cost to Title III.</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		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Allocation Amount (\$):	
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
-------------------------------	-------------

## Part 2: All Title I Schools

**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.

## 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 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.
-