2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	22K630

School Name	Professional Pathways High School

Principal	David Decamp

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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 **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—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:	Professional Pathways High School

District Borough Number (DBN):	22K630

Grades Served:	9-12 Transfer High School

School Address:	3000 Avenue X, Brooklyn, NY 11235

Phone Number:	(718) 332-6290

Fax:	(718) 332-6296

School Contact Person:	David J. DeCamp

School Contact Person Email Address:	DDecamp@schools.nyc.gov

Principal:	David J. DeCamp

United Federation of Teachers (UFT) Chapter Leader:	Elli Weinert

Parents' Association President:	Audra Fox

SLT Chairperson:	Kwabena Adu

Title I Parent Advisory Council Chairperson (PAC):	Christine Forrester

Student Representative(s) Middle /High School:	Khalil Owens

Student Representative(s) Middle /High School:	Kayley Gonzalez

Community Based Organization (CBO) Representative:	Shray Richardson

School-Based Students in Temporary Housing (STH) Liaison:	Fahmeeda Saleem

District Information

Geographic District:	22

Superintendent:	John Sullivan

Superintendent's Office Address:	198 Forsyth Street, New York, New York 10002

Superintendent's Email Address:	JSulliv3@schools.nyc.gov

Phone Number:	(646) 654-1261

Fax:	(646) 654-1742

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	
David J. DeCamp	Principal or Designee*		
Elli Weinert	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Audra Fox	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Huascarina Warner	Title I Parent Advisory Council Chairperson (or alternate)		
Khalil Owens	Student Representative (Required for middle and high schools)		
Kayley Gonzalez	Student Representative (Required for middle and high schools)		
Shray Richardson	CBO Representative, if applicable		
William Coscino	Teacher		
Kwabena Adu	Counselor		
Aesha Diggs	Parent		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

Stakeholder Participation

Background

The CEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations and Chancellors Regulations A655. All schools are expected to engage stakeholder representatives (via the School Leadership Team/Community Engagement Team) at every step of CEP development. Follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: **http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf**.

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Steps

The School Leadership Team will engage in five distinct steps to develop the CEP.

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.
- Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
10/20/2022					
11/17/2022					
12/15/2022					
01/12/2023					
02/16/2023					
03/16/2023					
04/13/2023					
05/18/2023					

Stakeholder Involvement Signature Page

Directions: In the table below, list the individuals involved in the development of the CEP, their relationship with the school, and the dates in which they participated. The individuals listed should include members of the School Leadership Team and, where applicable, the Community Engagement Team (for Receivership schools). The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE CEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the CEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Dates Involved *(enter m/dd in the space below for each date the individual attended)*

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	Professional Pathways High School, in partnership with CAMBA, is a small transfer school dedicated to educating and motivating students in an alternative setting through a personalized approach to learning and development. The school's mission is to support the academic and social needs of students through strong partnerships between all members of the school community, re-engaging students academically through Project-Based Learning with an emphasis on post-secondary readiness and literacy, and building college/career readiness through computer literacy and career exposure. We will ensure that each student graduates with clearly articulated goals and a plan for postsecondary success.

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.	Our student demographics are comprised of: Asian: 4% Black: 27% Hispanic or Latinx: 35% Native American: 0% Native Hawaiian/Pacific Islander: 0% White: 33% English language learners: 7% Students with disabilities: 28% Overage/under-credited: 74% Male: 61% Female: 39%

What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9-10	HMH Into Reading; HMH Into Literature; HMH Collections; Edmentum Courseware	Google Classroom
ELA	11-12	HMH Into Reading; HMH Into Literature; HMH Collections; Edmentum Courseware	Google Classroom
Math	9-10	Khan Academy; Desmos, Soundtrap; Edmentum Courseware	Google Classroom
Math	11-12	Khan Academy; Desmos, Soundtrap; Edmentum Courseware	Google Classroom

Transfer School Data Tables and Pillar Alignment

Note: The charts below reflect relevant data regarding the student population served by this Transfer High School.

For definitions of Over-age/Under-credited categories please see: **https://infohub.nyced.org/docs/default-source/default-document-library/2019-20-educator-guide-hst.pdf**

Note: Most-at-risk students are included in the cohort at the end of the 7th year of HS. Other students are included at the end of the 6th year. Students who graduate after that timeframe are also included.

Year	Total Enrollment	Enrollment: Students entering transfer HS Most-at-risk Over-age/Under-credited	Enrollment: Students entering transfer HS Over-age/Under-credited, but not Most-at-risk	Enrollment: Students entering transfer HS not Over-age/Under-credited
2018-19	210	81	73	56
2019-20	206	81	72	53
2020-21	179	67	66	46
2021-22	102	34	33	35

Year	Average Credit Accumulation Students Beginning Year with 0.00 - 11.00 Credits	Average Credit Accumulation Students Beginning with 11.01 - 22.00 Credits	Average Credit Accumulation Students Beginning with 22.01 - 33.00 Credits	Average Credit Accumulation Students Beginning with 33.01 - 38.00 Credits
2018-19	7.99	9.24	11.35	11.38
2019-20	10.51	11.42	12.73	10.78
2020-21	8.23	8.78	11.11	9.61
2021-22	12.14	11.26	10.97	12.27

Year	Number of Students in Transfer HS Graduation Cohort	Number of Students in Transfer HS Graduation Cohort Graduated	Number of Students in Transfer HS Graduation Cohort Dropped Out	Number of Students in Transfer HS Graduation Cohort Still Enrolled or Earned Non-Graduation Credential
2018-19	127	81	35	11
2019-20	113	81	23	9
2020-21	112	76	21	5
2021-22	95	78	11	6

Transfer School Pillar Rating and Pillar Alignment Rationale

Directions: Complete the section below and rate Transfer School performance based on the five Transfer High School Pillars. Select a rating from the dropdown menus for the school's current competency on the five pillars with 5 being the highest rating and 1 being the lowest. In the space below each dropdown, provide a pillar alignment rationale (with evidence) to support the school's self-assessed rating(s) of 4 or 5; and/or indicate key strategies/interventions to address the pillars self-assessed at rating(s) of 1, 2 or 3. Note: Key strategies articulated must be evident in the school's action plan(s).

Pillar 1: Target High Needs Populations	4

Pillar 1 Rationale or Strategies/Interventions:	Pillar 1: Graduation Based on the data below, we rated ourselves a 4 because we have exceeded the district-wide goal of improving the graduation rate from 55% to 57%. Here are our 6 year graduation rates for the past 6 school years: 2016-2017: 71% 2017-2018: 62% 2018-2019: 64% 2019-2020: 71.3% 2020-2021: 69% 2021-2022: 83% 2022-2023: 71% (Projected) This year, 2022-2023, we are projecting a 6 year graduation rate at 71%%. With at least 73% of our students classified as over-age and under-credited and 39% considered most at risk, we surpass the district threshold of having at least 51% overage and under-credited students. We use an open-enrollment policy year-round which accepts students that are at least 16 years of age and at least one year behind in high school. We are committed to serving all learners with 40% of our students classified as SWDs and 12% as ENL students; additionally, we serve a very diverse student population: 36.69 % African-American; 39.64 % Hispanic; 18.93 % White; 4.14 % Asian. PPHS continues to reach out to or students that have dropped-out of PPHS to see if they are in a place to return to school and if not to determine if they are in a place to complete the TASC exam. We have had success with supporting at least a dozen drop-outs to complete the TASC exam over the past two years. Through our outreach, we have discovered that some of our dropouts have completed the TASC exam; after receiving a copy of their TASC certificate of completion, we cross reference it with the New York State system and when verified enter their completion in ATS.

Pillar 2: Conduct Student-Centered Admissions	4

Pillar 2 Rationale or Strategies/Interventions:	Pillar 2: Student-Centered Admissions We rated ourselves a 4 in student-centered admissions because all admissions are met by a council of staff that include DOE and CAMBA staff. After completion of intake, decisions are made about acceptance and families are notified within 24 hours. After notification decisions are entered into ATS. If a student is not accepted, it is usually due to meeting capacity to which those are placed on a wait list. We have exceeded our register projections for this year and significantly increased the number of Students with Disabilities and ENL students. The current student demographics are as follows: Hispanic: 39.64%, Asian: 4.14% African American:36.69% White: 27.23% ELL: 12% Students with Disabilities: 40%

Pillar 3: Provide Unique Instructional Supports	3

Pillar 3 Rationale or Strategies/Interventions:	Pillar 3: Provide Unique Structural Supports We rated ourselves a 3 in unique structural supports because of the variety of supports that we have offered our students. Strong instructional practices begin with the determining of student present level of academic performance. Professional Pathways provides both a reading and math diagnostic during intake to have a general understanding of student academic skills. All core classroom teachers give a baseline assessment at the beginning of each semester to determine the academic strengths and areas in need of instruction. Using this data, teachers then tailor the curriculum to meet the needs of their students while addressing NYSED standards. Additionally, our school focuses on argumentative writing skills as a key skill for success in high school as well as college and career readiness; therefore, we do an argumentative writing assessment every trimester to analyze the various components of their writing skills based on NYS Standards for Grades 11/12. With that data, teachers plan lessons to address areas in need of writing instruction across all content area classes. We meet with students individually about their writing and discuss their strength areas and next steps to improve their writing skills. All core classes are below 25 students. When necessary, we partner with YABCs to provide students that need additional credits beyond the school day as well as after-school gym courses. We offer independent on-line courses for students beyond the school day while they meet with their content area instructor once a week. Our school has been a leader in working with SWDs, working closely with the district, and being a model for other schools in how to best serve SWDs. We use SDI to develop strong units and lessons that support our SWD population. Last year we worked to provide SDI models for the district and the city. Our graduation rate for SWDs last year was 85.7%.

Pillar 4: Individualized Student Support Services	4

Pillar 4 Rationale or Strategies/Interventions:	Pillar 4: Individualized Student Support Services We rated ourselves a 4 in Individualized Student Support Services because we have a very intensive attendance tracking program that targets 30 students per month for daily calls at 10:00 AM. These 30 students are selected from data the reflect students that had reduced attendance from the previous. Additionally, as you can see from the description below, we have very strong structures in place to address absenteeism. We recognize the challenges of reengaging students who have nearly dropped out of high school as well as support students with social and emotional concerns that conflict with good attendance. Our attendance rate in the wake of the pandemic have lagged pre-pandemic rates because two main factors: (A) COVID's continued presence in making health absences longer as well as RSV and Influenza A that has also caused long-term absences. (B) we have also had difficulty tracking students that have been displaced as a result of the economic upheaval created by the pandemic - many have moved out of town, but it has been more difficult than normal to identify where they have gone. Graduation rates are closely linked to attendance rates; therefore, in order to improve the graduation rate, we must improve attendance rates. Our attendance improvement strategies include the following: (1) family meetings when the student attendance drops below (70%) (2) a home visit when a student misses more than 8 days in a row -administration, guidance counselor, and CAMBA staff all participate in home visits. (3) using Kinvolved, an app that texts parents in real time every period a student is absent, parents can text back questions and let us know if the student is sick or has an appointment. (4) We call all homes of students not present one hour after school begins, thus, encouraging all students to still come into school despite being tardy. (5) Weekly attendance meetings to discuss all students with attendance issues and updates on all LTA students so that all stakeholders are aware of each students circumstances. Additionally, using ATS data, we identify patterns of absenteeism that are developing with particular students and set plans for early interventions. (6) Graduation Guardians is a system, similar to advisory, used by our school to build strong relationships with students. Each staff member in the school has 710 students whom they build a close relationship with and have meetings with twice a month. The meetings provide activities built around college and career goal setting. Guardians do additional outreach to their students to encourage students to come to school regularly.

Pillar 5: Provide Tailored Post-Secondary and College/Career Readiness Preparation	4

Pillar 5 Rationale or Strategies/Interventions:	Pillar 5: College and Career Readiness Professional Pathways High School was created and named based upon research that shows that drop-out rates can be reduced through college/career goal setting and development. Research shows that the primary way to help students with college/career goal setting is through career exposure. We address college/career exposure in the following ways: (1) all students are required to complete a career-interest survey (www.mynextmove.org). After completing the survey, a list of careers that match the student's interest profile are generated. In collaboration with their graduation guardian, students explore the careers listed. (2) We have school-wide Career Day once a trimester. The school is divided into groups and each group rotates through various presentations from people working in different careers. The presenters tell students about their careers and the positive and negative attributes of their profession. (3) We also participate in an annual Speed Mentoring event, sponsored through the Mayor's Office, which allows our our students to receive insight into 10 different careers by quickly meeting with professionals. (4) In collaboration with the College Access for All Initiative, we are able to partner with College Confident to provide our students with supports necessary to navigate the FAFSA and College Application process. Our students receive personal attention via our college counselors to ensure that they are making the right decisions for their post-secondary lives. We organize presentations from college representatives to speak to students and Family, FAFSA workshops to support families with the FAFSA process. (5) Through our supervised college trips throughout the year, students are able to explore various college campuses and make informed decisions about the types of colleges that are a match. (6) We are currently working in collaboration with Kingsborough Community College via the New Paths to Career Success program to create opportunities for our students to earn college credit while beginning to explore trade school alternatives. We will be able to provide students college and high school credit as well as an opportunity to work in fields associated with health, technology, and the culinary arts. In addition to helping students identify career/college goals, we must prepare them academically to handle the rigors of college and/or the workplace. In order for them to achieve success, we need to prepare them academically for the demands of college and work. We provide the following supports for students to achieve success in college and the work-place: (1) Through our partnership with CAMBA, we provide our students career-readiness opportunities via the Learn to Work Program, which provides students with paying job internships. These internships allow our students to work in jobs that are connected to their career interests. Students are then able to have a foundation in what is expected of them while employed and acquire skills necessary to help them in attaining and maintaining future employment. (2) The LTW Seminar teaches students how to write resumes, how to interview, `the social skills and dress etiquette required in the workplace, and career goal-setting. (3) The LTW internships in tandem with CTE courses and the LTW seminar allow students to build a portfolio that is evaluated by administrative staff allowing students to earn a CDOS Credential. The portfolio is aligned with the 4 CDOS Standards to ensure all aspects are sufficiently met. (4) AP courses in Biology and Literature prepare our students for the academic rigors of college. Students that have been unsuccessful in traditional high schools now have the opportunity to take college level courses with the opportunity to earn college credit. (5) In college, the primary way students are evaluated is through their writing skills. Moreover, research shows that poor writing skills is a determining factor in college dropout. Therefore, as a school we focus on argumentative writing skills. We give an argumentative writing assessment, based on NYS Common Core Argumentative Writing Standards, three times a year and track student progress. All teachers have been trained in using the Writing Revolution strategies. All teachers use these strategies to teach writing across the curriculum, thus giving our school a common language around writing. Additionally, all teachers conference with students on their progress in the content area which includes writing and allows students to get feedback in real time on writing assignments. (6) Math skills are essential to success in college and the work place. We have been part of Algebra for All for the past four years and both of our math teachers have completed the training. We use the Algebra for All approach and strategies in our math classrooms which aligns content to real world tasks. This has led to a dramatic increase in Algebra Regents pass rates going from between 30% -40% to around 60%. Programming for Success The following are strategies that we use as a school community to support both teacher and student success: (1) To ensure that high quality units and lessons are created in each class, all teachers have CPT (collaborative planning time) built into their daily schedule. CPT is based on department and each special education teacher meets in the CPT as well to identify strategies to serve student needs in the context of each lesson. Additionally, the CPT analyzes student work to determine the degree to which instruction is effective and which students need extra assistance with specific content and/or skills. (2) To increase student engagement and promote teacher retention, our teacher preference sheets allow our teachers to teach an elective class in their content area. This has allowed us to offer visual art, dance, forensics, documentary film making, film critique, poetry, murder mystery, geometry for Art and Design and computer programming classes to our students. These electives are very instrumental in re-engaging disconnected students and introducing students to potential career pathways. (3) Successful schools have low staff turnover and have had opportunities to build their skill set to become highly effective teachers, counselors, and administrators. We have had very low turnover since we opened six years ago. This is a result of several factors: (a) Collaborative planning time is built into all teacher schedules allowing them an opportunity to work and plan with their peers to create strong units and lessons, analyze student work, and identify strategies to better serve struggling students; (b) Providing teachers with quality professional development both within our school and out sourced (Algebra for All, AP for All, Writing Revolution) allowing them the ability to attend PD's of their own choosing whenever available. Moreover, we give all teachers an opportunity to present at professional development workshops in some capacity; (c) Recruiting high-quality candidates through the Fellows Program and identifying others with the skill set to work with our population; (d) Empower our teachers through distributed leadership allows all members of the community to have a voice and stake in what is being implemented within the school.

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)
Need to increase proficiency on the ELA (CC) Regents Exam.	NEW YORK STATE REPORT CARD [2018 - 19] shows the proficiency rate on the ANNUAL REGENTS EXAMINATION IN ELA (2018-19) was 72% for all students. in 20-21, 40 ELA Regents Exams were waived.	NYSED did not administer any Regents exams in June or August of 20-21.

High School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	70	By August 2023, there will be a 3 point increase, from 70% to 73% of All Students achieving at 65 OR ABOVE, as measured by NYS ELA REGENTS EXAMS.

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)
		06/15/2022			
New York State Regents Exams	60% of ENL students will pass the ELA Regents exam with a 65% or higher	54% passing rate by ENL students on the NYS ELA Regents Exam	We will see 55% of ENL students pass the ELA exam with a 65% or higher		

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. <u>Note:</u> 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?)
09/07/2022	09/09/2022	Present our goal to the staff. The ELA team will enumerate strategies with the staff on how they will target this group through "ELA Regents Bootcamp."
09/13/2022	01/28/2023	On the last Tuesday of every month, ENL student progress will be discussed and interventions for students that are struggling will be created.
10/25/2022	10/28/2022	Mock ELA Regents exams will be given to all students needing a passing grade.
12/13/2022	12/16/2022	Mock ELA Regents exams will be given to all student needing to pass the ELA Regents. We can adjust our programming based on results and create remedial and advanced classes for students that will benefit from support and/or higher rigor. During English CPT, the department and administration can assess and discuss progress in these classes and make adjustments accordingly.
01/02/2023	01/28/2023	NYS State regents Exam or Mock Exam will be given. We can adjust our programming based on results and create remedial and advanced classes for students that will benefit from support and/or higher rigor. During English CPT, the department and administration can assess and discuss progress in these classes and make adjustments accordingly.
09/13/2022	01/28/2023	All students needing to pass the ELA Regents exam will be given "ELA Regents Bootcamp Training." This training provides specific strategies and practice so that students can pass the exam. ENL students will conferenced with to determine where their struggles and and then strategies will be formulated to assist each student. We can adjust our programming based on results and create remedial and advanced classes for students that will benefit from support and/or higher rigor. During English CPT, the department and administration can assess and discuss progress in these classes and make adjustments accordingly.

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	On the last Tuesday of every month, ENL student progress will be discussed and interventions for students that are struggling will be created.
02/01/2023	06/27/2023	All students needing to pass the ELA Regents exam will be given "ELA Regents Bootcamp Training." This training provides specific strategies and practice so that students can pass the exam. ENL students will conferenced with to determine where their struggles and and then strategies will be formulated to assist each student.
03/07/2023	03/10/2023	Mock ELA Regents exams will be given to all students needing a passing grade.
05/09/2023	05/12/2023	Mock ELA Regents exams will be given to all students needing a passing grade.
06/15/2023	06/24/2023	NYS State Regents Exam will be administered for students needing to pass and those wanting a mastery level score.
06/15/2023	06/27/2023	Admin and ELA Team will analyze data to determine if interventions helped to achieve the goal.

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)
09/13/2022	06/27/2023	ELA team will do a monthly Zoom Meeting to discuss content and resources to support students.	

Human Resources	Per Session pay for teachers to run after school Parent Zoom Meeting
Instructional Resources	N/A
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)
Need to increase proficiency rates on the Algebra I Regents Exam.	NEW YORK STATE REPORT CARD [2018 - 19] shows the ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19) had a 61% proficiency rate for general education students and a 53% proficiency rate for all students. In 20-21, the school had 13 Algebra I Regents Exams waived.	NYSED did not administer any Regents exams in June or August of 20-21.

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
All Students	63	By August 2023, there will be a 5 point increase, from 63% to 68% of All Students achieving at 65 or above, as measured by NYS MATH EXAM RESULTS.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets		P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		Baseline Data	P1 (10/1-11/30)		
		06/10/2021			
New York State Integrated Algebra Regents Exam	68% of all students taking the Integrated Algebra Exam will score a 65% or higher	63% of students passing with a 65% or higher on the Integrated Algebra Exam	64% of all students needing the Algebra Regents will have a 65% or higher on a mock Integrated Algebra Regents exam.		

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. <u>Note:</u> 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?)
09/07/2022	09/09/2022	Goal will be articulated to staff. The math team will present their strategies to improve student performance on the Algebra Regents exam to the staff.
09/13/2022	01/28/2023	The math team will utilize Algebra for All strategies and focus on key the topics of the Integrated Algebra Regents: Functions, Rate of change, and polynomials
11/01/2022	11/04/2022	A mock Algebra Regents Exam will be given to all students needing to pass the Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted. We can adjust our programming based on results and create remedial and advanced classes for students that will benefit from support and/or higher rigor. During Math CPT, the department and administration can assess and discuss progress in these classes and make adjustments accordingly.
12/20/2022	12/23/2022	A mock Algebra Regents Exam will be given to all students needing to pass the Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted. We can adjust our programming based on results and create remedial and advanced classes for students that will benefit from support and/or higher rigor. During Math CPT, the department and administration can assess and discuss progress in these classes and make adjustments accordingly.
01/25/2023	01/28/2023	The Integrated Algebra Regents Exam will be given to all students needing to pass the Algebra Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted.

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	The math team will utilize Algebra for All strategies and focus on key the topics of the Integrated Algebra Regents: Functions, Rate of change, and polynomials.
03/01/2023	03/05/2023	A mock Algebra Regents Exam will be given to all students needing to pass the Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted.
05/09/2023	05/12/2023	A mock Algebra Regents Exam will be given to all students needing to pass the Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted.
06/15/2023	06/24/2023	The Integrated Algebra Regents Exam will be given to all students needing to pass the Algebra Regents. An analysis of strengths and weaknesses will be made so that curricular priorities can be adjusted.

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)
09/13/2022	06/27/2023	Math team will present a monthly online zoom meeting for parents presenting skills and resources to support student.	

Human Resources	Per session pay to pay teachers for after school Zoom presentations.
Instructional Resources	N/A
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)
Need to ensure all academic tasks are rigorous.	The NYC School Survey shows only 38% of students indicated that teachers ask difficult questions.	Online academic tasks varied in rigor,

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
Equity & Student Voice		By June 2023, the NYC School Survey for All Students will increase 15 points, from 38% to 53%, as measured by the percentage of students that say teachers ask difficult questions.

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)
		06/10/2021			
Survey Result	Percentage of students indicating that teachers ask difficult questions	Baseline: 38% of students indicating teachers ask difficult questions	Surveys are yet available		

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. <u>Note:</u> 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?)
09/07/2022	01/31/2023	Teaching staff will receive a training on implicit bias and develop strategies and lessons that exemplify inclusive instruction. Teacher will receive this training twice monthly during teacher PD.

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Teaching staff will receive a training on implicit bias and develop strategies and lessons that exemplify inclusive instruction. Teacher will receive this training twice monthly during teacher PD.

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)
09/13/2022	06/27/2023	We will have multi-cultural potluck celebrations for our families 4 events during the year.	CAMBA will assist

Human Resources	Per Session for staff that helps plan and execute after school event
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	Food

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)
Need to improve student attendance rates and decrease chronic absenteeism.	The 2021 School Quality Report shows a -7.4% average change in student attendance.	Disruptions to schooling caused by the COVID-19 pandemic

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	92	By June 2023, Chronic Absenteeism for All Students will decrease 10 points, from 92% to 82%.

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)
		06/10/2021			
Attendance Rate as measured from ATS Data	Year to date attendance percentage	60%	92%%	85%	82%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	08/15/2022	School leaders will review 2021-22 attendance data to develop three lists: 1) returning students who were chronically absent in 2021/22. These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent in 2021-22. These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days in 2021-22. These students will be given Tier 2 supports in the first half of the year.
08/16/2022	08/24/2022	School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
08/23/2022	08/31/2022	School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee.
09/07/2022	09/09/2022	School leaders will clearly communicate the expectation that teachers will call the home of students who are not in attendance each day.
09/09/2022	09/15/2022	School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create posters to display throughout the school emphasizing the importance of regular school attendance.
09/13/2022	09/30/2022	Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.

09/27/2022	10/01/2022	The attendance committee will conduct its monthly meeting and cover four set topics: 1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.
10/01/2022	10/29/2022	Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
11/01/2022	11/05/2022	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for September and October and identify students who have missed four or five days of school. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the October individualized attendance plans developed at the last meeting for those that had missed three or four days in September. Determine if supports should continue, increase, or decrease for November. 5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student.6) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 7) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.
11/01/2022	11/30/2022	Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
11/10/2022	11/12/2022	Staff will develop an informational sheet to be shared at Parent Teacher Conference for each student that identifies: 1) Number of days absent in the first quarter for the child 2) Average number of days absent for the class.
11/30/2022	12/03/2022	The attendance committee will conduct its monthly meeting and cover seven set topics: 1) Review attendance data for September, October, and November, and identify students who have missed six or seven days of school. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the October and November attendance data to identify any student that missed four in those two months that did not appear in the lists of those that have missed six or more. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 3) Review the attendance of all students that enrolled in October and November to determine if any are showing signs of problematic attendance. Assign supports as needed. 4) Review the success of the November individualized attendance plans developed at the last meeting for those that had missed five or more days in September to October. Determine if supports should continue, increase, or decrease for December. 5) Identify any student that has missed eight or more days thus far. Develop an individualized attendance plan for December for that student. 6) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 7) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 6 days of school to determine if additional support is needed.
12/01/2022	12/23/2022	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
01/03/2023	01/07/2023	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for the year to date and identify any child that has missed more than 15% of the days they have been enrolled. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the December individualized attendance plans developed at the last meeting for those that had missed eight or more days. Determine if supports should continue, increase, or decrease for January. 3) Identify any student that has missed ten or more days thus far. Develop an individualized attendance plan for January for that student. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 8 days of school to determine if additional support is needed.

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?)
01/10/2023	01/14/2023	Office staff will generate a one page information sheet for each student that identifies in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent. This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.
01/03/2023	01/28/2023	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Teachers will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
01/24/2023	01/28/2023	The attendance committee will meet to discuss the following: 1) Analyze the impact of schoolwide attendance strategies thus far and identify if other strategies should be considered. 2) Determine if additional items should be considered for future attendance team meeting.
02/01/2023	06/27/2023	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
02/01/2023	06/27/2023	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
03/28/2023	03/31/2023	Office staff will generate a one page information sheet for each student that identifies in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent. This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.
05/23/2023	05/27/2023	The attendance committee will work with staff to identify a series of strategies to encourage and promote attendance in June.
06/13/2023	06/15/2023	The attendance committee will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining two weeks of school.

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)
09/13/2022	06/27/2023	Students that miss more than 3 days in a row will have a direct phone call to parent	CAMBA will assist
09/13/2022	06/27/2023	Students that miss more than 10 days in a row will have a home visit	CAMBA will assist

Human Resources	Per Session Time may need to be added for various home visits.
Instructional Resources	N/A
Schedule Adjustments	N/A
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

- 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)
Need to ensure the timeliness of IEP completion.	2020 SESIS Completion Reports reached as high as 80%.	Pandemic interruptions to IEP team engagement.

Quality Individualized Education Program SMART Goal **Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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)	80	By June 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve SESIS IEP Completion Reports by 10%, from 80% to 90%, as measured by Timeliness of IEP completion.

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)
		06/10/2021			
SESIS IEP Completion Report	Percentage of IEPs completed	80%	80%	85%	90%

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?)
09/13/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Utilize the SIT guidance form for IEP meetings and decision making across the continuum of services.
09/13/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Meeting time with general ed and special ed teachers to determine appropriate skill embedded in Tier 1 curriculum that provide multiple opportunities for students to show mastery.
09/13/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Use of IEP review session to norm impact statements among general and special educators and include service providers.
09/13/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Case managers IEP teacher and special education coordinator will meet weekly to review the number and percentage of mandates fully matched as measured by weekly program services reports.
09/13/2022	06/27/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Transition planniing begins on intake is addresed at weekly IEP team Meetings
09/13/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Admin and Special Ed team will create yearly calendar
09/13/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SIT team will manage all referrals on an ongoing basis.

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)
09/13/2022	06/27/2023		CAMBA will Assist

Human Resources	N/A
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

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)
Need to sustain increases in our HST graduation rate.	2021 School Quality Report shows our HST Graduation Rate was 72.1%	The HST Graduation Rate was increased as a result of strong gains among our HST Grad Rate - Most at Risk which improved by 15.6%.

Graduation Rate SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	64	By June 2023, the Graduation Rate for All Students will increase 6 points, from 64% to 70%, as measured by GRDT.

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)
		06/10/2021			
Credit Accumulation by semester via transcript of SPED cohort	Average credit accumulation per trimester	4.5	4.7		

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?)
09/07/2022	01/31/2023	Goal will be articulated to staff and Spec Ed Team will describe the strategies that will be used to help achieve this goal: (1) attendance monitoring, (2) tracking classroom performance of all SPED students in twice per month at SPED Team meetings, (3) Provide additional assistance to students in after school tutoring and Saturday school assistance.
09/07/2022	01/31/2023	SPED Student attendance will be monitored on a weekly basis. Students that fall below 80% attendance will receive a phone call home to address absenteeism.
09/07/2022	01/31/2023	SPED Student academic progress will be assessed every two weeks to determine which students need additional assistance and action steps to provide assistance will be outlined.
09/07/2022	01/31/2023	SPED students will be offered additional help through afterschool tutoring 2 days per week and Saturday School.
09/07/2022	01/31/2023	Trimester 1 credit accumulation will be analyzed to determine if targets are being met and which students need additional interventions.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	SPED Student attendance will be monitored on a weekly basis. Students that fall below 80% attendance will receive a phone call home to address absenteeism.
02/01/2023	06/27/2023	SPED Student academic progress will be assessed every two weeks to determine which students need additional assistance and action steps to provide assistance will be outlined.
02/01/2023	06/27/2023	SPED students will be offered additional help through afterschool tutoring 2 days per week and Saturday School.
02/01/2023	06/27/2023	Trimester 2 credit accumulation will be analyzed to determine if targets are being met and which students need additional interventions.
02/01/2023	06/27/2023	Trimester 3 credit accumulation data will be compared with final graduation rate to determine if goal was attained analysis done to determine the efficacy of the interventions.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2022	06/27/2023	All after school and Saturday school activities are communicated to families via mail, email, and Kinvolved. However, For SWDs, outreach will be made by phone to explain specific benefits for their student	With assistance of CAMBA
09/07/2022	06/27/2023	To engage families of SWDs will will have monthly awards given during PTA to recognize progress of SWD students	

Human Resources	We will hire an AP SPED to better support SWDs especially as we increase of percentage of SWD students
Instructional Resources	Continue to develop digital resources to support students
Schedule Adjustments	N/A
Other Resources Needed	N/A

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)
Need to continue to improve upon our CCPCI score.	2021 School Quality Report shows our school's value is 7.6%, a 3.8% increase from 2020.	Students passed college credit courses or technical assessments resulting in CCPCI points earned.

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	30	By June 2023, College, Career, Civic Readiness (CCCR) for All Students will increase 5 points, from 30% to 35%, as measured by STARS Post-Secondary Tracker .

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)
		06/24/2022			
STARS Post Secondary Tracker	35% of all students will have identified a clear post-secondary plan	30%	10% of all students will have articulated their goals	15% of all students will have articulated their goals	35% of all student will have articulated their goals.

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?)
09/07/2022	09/09/2022	Goal will be articulated to staff and Guidance Counselors will outline their strategy to achieve this goal: (1) one on one guidance counselors meetings with all seniors (2) Google form survey of all students with Graduation Guardian Group (3) All students will complete career interest inventory via the My Next Move website and then research 3 of the careers identified
09/13/2022	01/28/2023	Guidance counselors meet with each Senior expected to graduate at the end of Trimester 1 or Trimester 2 to help student identify goals.
09/13/2022	01/28/2023	Graduation Guardians will meet every two weeks with students - topics of discussion will include college and career goal development
11/15/2022	11/18/2022	All students will take the My Next Move Career Interest Survey. Students will begin to investigate 3 of the careers identified in the survey as potential career pathways.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Guidance counselors meet with each Senior expected to graduate at the end of Trimester 2 or Trimester 3 to help student identify goals.
02/01/2022	06/27/2023	Graduation Guardians will meet every two weeks with students - topics of discussion will include college and career goal development
11/01/2022	06/24/2023	During the school year our post-secondary planning team will evaluate data if interventions have improved outcomes. The data that we are tracking will be based on how many students have applied to colleges, completed resumes for employment, met with counselors and/or graduation guardians to discuss potential post-secondary plans, track students that have begun job applications.

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)
09/13/2022	06/27/2023	Counselors will hold a monthly Zoom meeting for parents to discuss academic supports for graduating seniors	College Confident
09/13/2022	06/27/2023	Counselors will hold a monthly Zoom meeting for parents needing assistance with college application and FASFA paperwork.	College Confident

Human Resources	Per session money for Guidance Counselors
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	

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)
Individual/small group counseling (Tier 2)	All students are eligible	Secondary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
Social and Academic Instructional Groups (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom
Faculty/staff mentor (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom

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)
Individual instruction in SEL competencies and skills (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL practice and coaching (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL-focused community building circles (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom

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.	12

Describe the services you are planning to provide to the STH population.	We provide individual counseling with weekly check-ins for all STH students. With STH money we purchase clothing, toiletries, school supplies. We offer after school and Saturday school assistance to STH students requesting additional help. CAMBA provides gift cards for STH student the need additional support.

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. Professional Pathways High School, 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

Professional Pathways High School 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)
Professional Pathways High School, 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:	22
Borough:	Brooklyn
School Number:	630

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	David J. DeCamp
Assistant Principal	Meredith Joseph
Coach	
Coach	
Teacher/Subject Area	William Ardito/Math Teacher
School Counselor	Kwabena Adu
Teacher/Subject Area	Melissa Meyers/English
Teacher/Subject Area	Ruth Caceres/Spanish Teacher
Parent	Audra Fox
Parent Coordinator	Jennifer Wagner
Related-Service Provider	Ashley Moran

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:	0
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]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension not 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]:	0

D. Student Demographics

Total number of students at your school (excluding pre-K):	157
Total number of current ELLs at your school:	19
Total percentage (%) of current ELLs at your school:	12%
Total number of former ELLs at your school:	47
Total percentage (%) of former ELLs at your school:	29.9%

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	N/A	N/A	N/A	0	0	0				0	00						0
TBE	N/A	N/A	N/A				0										0
TBE	N/A	N/A	N/A														0
DL	N/A	N/A	N/A														0
DL	N/A	N/A	N/A														0
DL	N/A	N/A	N/A														0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	No

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**.

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]). Stand-alone English as New Language (ENL)	Students are programmed based on the following: Entering and Emerging students are in two 54 minute ENL periods/day. All students come to Pathways in order to obtain their necessary credits and graduate. They are given a separate location and time and a half for all exams. All students are given the maximum of 360 minutes per week if they are entering or emerging ELLs. All Entering and Emerging students are grouped together into 2 English classes of smaller size and receive instruction from ENL teacher as well as additional support from an ISS teacher. They receive the maximum of 540 minutes for entering ENLs. Intermediate and advanced ENLs are provided with 360 minutes as well in an ENL classroom. Students are programmed for the ENL stand alone class based on their proficiency levels, as measured by their most recent NYSESLAT examination. Because we do not have any entering or emerging ELL students at this time, all of our ELL students receive 270minutes per week of ESL instruction.
Integrated English as New Language (ENL)	Students are grouped (blocked) in their ELL class with the ELL teacher, Ms. Meyers. Transitioning, Expanding, and Commanding Level students are in one 54 minute period class/ day. Entering and Emerging students are in two 54 minute ELL periods/day. All students come to Pathways in order to obtain their necessary credits and graduate. They are given a separate location and time and a half for all exams. All students are given the maximum of 360 minutes per week if they are entering or emerging ELLs. These students are given instructional time with an ELL instructor. intermediate and advanced ELLs are provided with 360 minutes as well in an ELL classroom. Additional time is given when needed in a pull out session. We use our baseline assessments and NYSESLAT testing to inform us of currently level of student performance and do ongoing assessment to monitor student progress. Instructors discuss student progress during Common Planning Time and during Case Conferencing to ensure that the students are making progress in all content area classes.
Bilingual Education (If applicable) ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program	N/A

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?	The NYSITELL is used to ensure that we have identified the family's preference for language of communication and a comprehensive understanding of the exposure the student has received to the English and their native language. All students are given the maximum of 360 minutes per week if they are entering or emerging ELLs. These students are given instructional time with an ELL instructor. Entering and Emerging ELLs will have the additional support of an ISS teacher in one of their two ENL classes. Intermediate and advanced ELLs are provided with 360 minutes as well in an ELL classroom. Additional time is given when needed in a pull out session. We use our baseline assessments and NYSESLAT testing to inform us of current level of student performance and do ongoing assessment to monitor student progress. Instructors discuss student progress during Common Planning Time and during Case Conferencing to ensure that the students are making progress in all content area classes in order to identify additional supports and strategies that could benefit students' performance.

3. For schools with Dual Language programs: 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	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	N/A

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**.

1. What is the composition of the ELL subgroups at your school? 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?	%
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	100% of the ELLs are long-term ELLs, therefore all ELL services and strategies are applied to all ELL students. There is more of an emphasis on reading and writing skills for long-term ELLs since they are more proficient in speaking and listening in English than newcomers. Additionally, many of the long-term ELLs are perfectly capable of getting Commanding Scores on the NYSSELAT, however they haven't taken it in several years largely do to attendance. Therefore when they come to our school we do our best to get them in the building to take all parts of the NYSSELAT.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	32.5% of our current students are former ELLs. All students that are former ELLs are allowed extended time and a half on all formalized testing for 2 years after testing out. There is after school tutoring and Saturday school for students needing additional assistance.
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?	Of our current ELLs, 85.6% had not taken the NYSESLAT since 2019. 33% of our current ELL students have taken the NYSESLAT in it's entirely. Listening scores tends to lag behind speaking scores Speaking scores show the greatest variability - maybe because it's the most subjective part of the test Reading Scores are usually double and sometimes triple the writing score. Writing scores are always the lowest, therefore, the biggest gains can be made here.
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?	Currently, because students haven't taken Regents exams in over 2 years and most haven't taken the NYSESLAT in over 2 years, we have poor data to make current assessments about the relationship between Regents and NYSESLAT exams. Historically, 2 of 11 students had passed the Algebra Regents over two years ago and 0 of 11 had passed the ELA Regents. The students that passed the Algebra were identified as Transitioning.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	All students that arrive at our school are over-aged and under-credited, therefore, they are already at-risk upon entry. They have fallen behind almost entirely due to lack of attendance. As a transfer school, we know that our students will succeed if we can help them develop the habit of being in school everyday.
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?	**Spanish speakers (35 families) are the largest group. The principal, Spanish teacher and one CBO member speak Spanish. We are the primary translators for Spanish speakers. We use Kinvolved that automatically translates all school communications from teachers and administration directly into Spanish. All official DOE messages are translated by Central into Spanish. **We have Russian (2), Urdu (2), Uzbek (2), Arabic (2) and Ukrainian (1) speaking families. We use Kinvolved that automatically translates all school communications from teachers and administration directly into the family's home language. All official DOE messages are translated by Central into all of these languages except Ukrainian - however, Russian is used in this case.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	**Of our 11 ELLs, 6 are classified as Hispanic, 4 as white, and 1 as Black. We have a variety of ways that we celebrate student culture: monthly cultural celebrations: AAPI Heritage Month (May), Arab History Month (April), Women's History (March), Hispanic Heritage Month (October), African-American History Month (February). We provided a curriculum in which students are exposed to a variety of perspectives to ensure that students see themselves represented in the content. This school is constantly monitoring that we are using culturally and linguistically responsive teaching and learning so that all students see themselves in the content.
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?	The data for 2/3 of the students is at least two years old and is 3 years old for 1/3. The are all long-term ELLs who have struggled with attendance for many there academic challenges are more about regular attendance rather than having a different primary language. One student doesn't speak his primary language. 6 ELLs with IEPs

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Our school opened 9 years ago and we currently have a 13.6% population of ELLs in our school. This is the first year we have exceeded 5% for our ELL population, and we continue to it difficult to hire a licensed ESL teacher. All students easily fit into one ELA class and we provide the ELA teacher with a SPED teacher during this period to provide students in the class with additional support. We always monitor this groups progress to identify students that are struggling and in need of additional support. Each trimester their progress is evaluated through a baseline exam to track their progress. After school tutoring and Saturday school is provided to help these students get additional instruction and prepare for Regents exams.
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.	All instruction is in English and all curriculum is aligned to Next Generation Standards. All students easily fit into one ELA class and we provide the ELA teacher with a SPED teacher during this period to provide students in the class with additional support. We always monitor this group's progress every marking period to identify students that are struggling and in need of additional support. All entering and emerging ELLs receive two ELA instructional periods per day. Transitioning and expanding ELLs receive one English class per day that is targeted at their English instructional level. After school tutoring and Saturday school is provided to help these students get additional instruction and prepare for Regents exams. As a school we use the Writing Revolution approach to teaching writing across all content area classes. This provides consistency to the learning of writing for students. Writing is the skill set that NYSELAT demonstrates is the weakest skill set for all ELLs, therefore, the one with the most potential impact. We provide opportunities for student to improve speaking and listening skills through classroom discussion protocols across all content area classes.
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.	Our learning from the pandemic has provided us with new tools to assist students in the classroom and check for understanding in real time including the use of Pear Deck. All students have access to computers in the classroom, as well as iPads that they can bring home and use to access classroom assignments that are posted on Google Classroom and Pear Deck.
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?	We currently have 11 ELL students with IEPs. Instructors use curriculum that is aligned to Next Generation Standards within their classrooms. All Next Generation curriculum has been assessed and approved to ensure student development. ELLs are provided with scaffolds for close reading (annotation guides) and Writing Revolution methods to support their academic development. Additionally, students are provided with assignment specific scaffolds (graphic organizers, templates, and guides). Students are placed in ICT classes as per IEP and supported with English acquisition within that framework. Progress is tracked both as an SWD and ELL every marking period to identify areas in which students need additional assistance. After school tutoring and Saturday school is provided to support these students in their current classes as well as prep for Regents exams.

Know Every Student Well

SCREENERS 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?	We use Iowa Basics to help identify a broad range of reading and math skills for all IEP and ELL students. If a student needs more extensive testing to determine areas of difficulty, we use the Woodcock-Johnson IV. Additionally we have a writing assessment cycle that is given 3 times per year to identify student writing level as well as the next steps for writing instruction. This information is disseminated to teaching teams that develop in-class supports for students based on this information. We also refer to previous NYSTSLAT scores to inform our instructional planning and targeted supports.

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.	All instruction is provided in English. We use Iowa Basics to help identify a broad range of reading and math skills for all IEP and ELL students. If a student needs more extensive testing to determine areas of difficulty, we use the Woodcock-Johnson IV. Additionally we have a writing assessment cycle that is given 3 times per year to identify student writing level as well as the next steps for writing instruction. This information is disseminated to teaching teams that develop in-class supports for students based on this information. After school tutoring and Saturday school is provided to help these students get additional instruction and prepare for Regents exams.
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.	N/A
FORMATIVE 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?	We use Iowa Basics to help identify a broad range of reading and math skills for all IEP and ELL students. If a student needs more extensive testing to determine areas of difficulty, we use the Woodcock-Johnson IV. Additionally we have a writing assessment cycle that is given 3 times per year to identify student writing level as well as the next steps for writing instruction. This information is disseminated to teaching teams that develop in-class supports for students based on this information. We also track their progress on the Regents exams as well as the annual NYSESLAT exam.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	For our entering or emerging ELLs, if they wish to hand in assignments in their L1, an appropriate system, such as google translate, or instructor, such as the Spanish teacher, will translate the assignment, and the instructor will grade the assignment appropriately.
SUMMATIVE 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).	We uses NYSESLAT data to determine if their are particular areas where students are making progress (for example, Students showed an average growth of 22% in reading as measured by the NYSESLAT over the course of a school year) and areas where students didn't progress as well (for example, students showed an average growth of 5% in listening, as measured by the NYSESLAT in a year). We can then adjust classroom activities that provide more opportunities for students to improve listening skills and provide direct instruction on improving listening skills. We look at ELL progress on all Regents and do an item analysis of each exam so we can determine student strengths and challenges. Additionally, we use the ELL Data Analysis Tool to to track student progress as another way of determining if there are individual or group curricular adjustments that should be made. We then use this information in class teams to provide classroom supports for the student in challenge areas and may use student strengths as the basis for approaching those challenge areas.
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.	NYSESLAT is administered and scored by the ELA Team which includes Ms. Meyers - ELL Coordinator and trained pedagogues assist with grading. As materials are availed, students are tested during their English class period, as not to take away from other curricular instruction. Testing mods identified by the IEP are followed. After testing, the English team will grade the exams, package, and send back materials. All ELLs and former ELLs (two years after testing out (commanding level) as measured by the NYSELAT exam) are given time and a half for all Regents exams and baseline assessments. Students are allowed to use dictionary of native language as well during all formalized tests. Additionally, Regents prep is offered after school and at Saturday School for students needing additional preparation.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	The ELL teacher and SPED teachers meet on the second and fourth Friday of every month to discuss ELL students with an IEP. Strategies and classroom supports are developed to support these students on an on-going basis. CPT occurs daily with ELA team and ICT coteacher to discuss issues involving individual progress and strategies. After school tutoring and Saturday school is provided to help these students get additional instruction and prepare for Regents exams.
b. SIFE	1) We have 11 SIFE students. All SIFE students take an entrance exam and a school wide Baseline (3 times a year). Instruction is adjusted appropriately based on student performance. The student's progress (both social and emotional) is monitored by the administration, guidance team, teachers, and CBO during weekly Case Conferencing.
c. Newcomer	We have no newcomers at our school because we are transfer school and students typically only come to Professional Pathways after being a part of the NYC DOE system for at least 2 prior years. As a transfer school, we rarely have newcomers apply to our school. However, if we have one Ms. Meyers creates a Next generation aligned curriculum and uses SIOP to focus her language and content objectives. This is approved by Mr. DeCamp. Additionally, instruction is provided with strategies and in-class supports that support student needs in an on-going basis. These supports and strategies are designed by ELA team that meets daily in CPT. We provide after school tutoring and Saturday School for students needing additional assistance for homework help, reteaching content, Regents Prep, and SAT prep. The student's progress (both social and emotional) is monitored by the administration, guidance team, teachers , and CBO during weekly Case Conferencing.
d. Developing	Students are grouped (blocked) in their ELL class with the ELL teacher, Ms. Meyers. Transitioning, Expanding, and Commanding Level students are in one 54 minute period class/ day. Entering and Emerging students are in two 54 minute ELL periods/day. All students come to Pathways in order to obtain their necessary credits and graduate. They are given a separate location and time and a half for all exams. The students are given a baseline three times a year to check their progress. Additionally, instruction is provided with strategies and in-class supports that support student needs in an on-going basis. These supports and strategies are designed by ELA team that meets daily in CPT. We provide after school tutoring and Saturday School for students needing additional assistance for homework help, reteaching content, Regents Prep, and SAT prep. The student's progress (both social and emotional) is monitored by the administration, guidance team, teachers , and CBO during weekly Case Conferencing.
e. Long Term	Long Term ELLs are provided with one period of ELL instruction per day (54 minutes/day). Student progress is monitored through baseline assessment. Additionally, instruction is provided with strategies and in-class supports that support student needs in an on-going basis. These supports and strategies are designed by ELA team that meets daily in CPT. We provide after school tutoring and Saturday School for students needing additional assistance for homework help, reteaching content, Regents Prep, and SAT prep. The student's progress (both social and emotional) is monitored by the administration, guidance team, teachers , and CBO during weekly Case Conferencing.
f. Former ELLs up to two years after exiting ELL status	All former ELLs are given time and a half for all formalized tests for two years after testing out (commanding level) as measured by the NYSELAT exam. Students are allowed to use dictionary of native language as well during all formalized tests. Additionally, we provide after school tutoring and Saturday School for students needing additional assistance for homework help, reteaching content, Regents Prep, and SAT prep. Former ELLs are provided with additional support in an ELL setting with the instructor. Additionally students are challenged in an appropriate setting by their content instructors and provided with additional ELL scaffolds (L1 translation, L1 dictionaries). The student's progress (both social and emotional) is monitored by the administration, guidance team, teachers , and CBO during weekly Case Conferencing.

2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Upon registration the test history and student's cumulative records are reviewed by Ms. Joseph. All of our students have previously been enrolled in the NYC public school; thus, they have already taken the NYSESLAT and have been evaluated. Ms. Joseph confirms the students ELL status using ATS, and enrolls the student in Ms. Meyer's's ELL class. Our Parent Coordinator, Ms. Wagner ensures that entitlement letters are distributed and that all documentation about parental choice is collected and secured in the main office. We encourage our parents of ELLs to understand they have choice and transfer options. All documents are translated into the language that parents speak and translators are available for meetings, when requested. All forms are distributed through the mail, in addition to students receiving a copy to take home for parents. All information that needs to be inputted into ATS is completed by our school secretary, Ms. Fenton. After, all information is stored in the main office. The ELL teachers and SPED teachers meet regularly to discuss ELL students with an IEP. Parents are informed of the services offered to our students by Ms. Wagner. In 100% of cases, students entering the school have already been identified as an ELL student and were previously enrolled in an appropriate ELL program. Any changes made to a student's program is sent to the parent in writing by Ms. Wagner, the parent coordinator. The letters are translated in the appropriate L1 for the parents. Additionally, our guidance team and CBO advocate counselors conduct family outreach to ensures that parents are informed of their student's enrollment and details of their enrollment. Additionally, our guidance team and CBO advocate counselors conduct continuous family outreach to ensures that parents are informed of their student's progress and details of any events upcoming. Moreover, our guidance team and teachers are able to communicate directly with parents with text messages in their home language via the Kinvolved app. Beginning in the 2022-2023 school year, our building is a part of a community school. ESL and GED "TASC" Exam will be offered for free to parents of students.
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?	We offer Spanish as our foreign language. We have filled out the paperwork to help student obtain a NYS Seal of Biliteracy. Additionally, we have begun conversations with a larger school in our building about sharing classes to assist in this process. However, our transfer students are over-aged and under-credited and so far no student has expressed an interest in obtaining the Seal of biliteracy.

21st Century Adult Learning

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.	We have one PD per trimester that focuses exclusively on strategies to support ELLS. Currently, we are trying to get Ms. Meyers certified as an ESL teacher. Additionally, staff can attend PDs offered by the District and Central as they are posted throughout the school year. We have incorporated implicit-bias training to help teachers be cognizant of the needs of students and how implicit bias can impact students. Additionally, we continue to build a curriculum that explores and celebrates all cultures and their contributions.
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).	We rely on PDs provided by the District, Central, and the UFT that provide approved CTLE instructional hours to meet this goal.

Strong Family-Community Ties

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.	We have a multicultural potluck once a trimester that allows the school community to celebrate its rich cultural diversity. We offer FASFA/College application workshops in Spanish.
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.	We provide translation in Spanish for all Parent Teacher Conferences. When needed we have provided translation in Russian and Chinese. Teachers are able to communicate directly with parents vis text that translates their messages into the home language. Parents can write back questions in their home language that are then translated in to English. This happens in real time and the questions resolved can range from attendance issues, to topics of upcoming tests.

Additional Information

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.	N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

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).	Our Parent Coordinator, Ms. Wagner ensures that entitlement letters are distributed and that all documentation about parental choice is collected and secured in the main office. We encourage our parents of ELLs to understand they have choice and transfer options. All documents are translated into the language that parents speak and translators are available for meetings, when requested. All forms are distributed through the mail, in addition to students receiving a copy to take home for parents. All information that needs to be inputted into ATS is completed by our school secretary, Ms. Fenton. After, all information is stored in the main office. The ELL teachers and SPED teachers meet regularly to discuss ELL students with an IEP. Teachers and Administration use Kinvolved to text messages to parents that are automatically translated into the family's home language.
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.	Parents are informed of the services offered to our students by Ms. Wagner. In 100% of cases, students entering the school (we are a transfer school) have already been identified as an ELL student and were previously enrolled in an appropriate ELL program. Students are previously a part of an ELL program. Any changes made to a student's program is sent to the parent in writing by Ms. Wagner, the parent coordinator. The letters are translated in the appropriate L1 for the parents. Additionally, CBO advocate councilors conduct family outreach to ensures that parents are informed of their student's enrollment and details of their enrollment.

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
Melissa	Meyers	Teacher	Will become 2022-2023	Yes	Melissa Meyers

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	43	18.53%	44	18.97%%
Arabic	3	1.29%	4	1.72%
Russian	16	6.9%	16	6.9%
Cantonese	5	2.16%	7	3.02%
Georgian	0	0.0%	0	0.0%
Nahuatl	0	0.0%	0	0.0%
Italian	0	0.0%	1	0.43%
Haitian Creole	3	1.29%	3	1.29%
Serbo-Croat	0	0.0%	0	0.0%
Urdu	1	0.43%	1	0.43%
Uzbek	1	0.43%	1	0.43%

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	2	2
French	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	All students with a parent go through an intake process. During the interview process families are asked the preferred mode of oral and written communication. Additionally, we always compare this with the RAPL report after a student has entered the school. If there is a discrepancy we can contact the family and update the information in ATS to align with the families wishes. Student emergency cards are kept in the main office. We can use Kinvolved to text parents and it is translated directly into the family's home language. Some families have an alternative relative to contact to translate or relay messages directly yo the parent.

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.
Welcome Letter to Families	September/ once in the beginning of the school year	Translation created with Google translate
Monthly Calendar	September thru June/ monthly	Translation created with Google translate
Monthly Principal's Letter	September thru June / monthly	Translation created with Google translate
Principal's letter to families with report cards	9 times per year	Translation created with Google translate
Parent Association announcements	September thru June/ monthly	Translation created with Google translate
School Event Flyers	5 times a year/ bi-monthly	Translation created with Google translate
End of year letter from the principal.	June/ at the end of the school year	Translation created with Google translate
Graduation Letter to Senior Families	4 times per year	Translation created with Google translate
IEPs	After every annual IEP meeting	DOE Translation Services

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 Orientation	September/ beginning of the year	Translation Services, Bi-lingual staff, documents created with Google translate
IEP Meetings	September thru June/ monthly	Translation Services, Bi-lingual staff, documents created with Google translate
Parent Association Meetings	September thru June/ monthly	Translation Services, Bi-lingual staff, documents created with Google translate
Parent Teacher conferences	4 times per year/ 2 day sessions, 2 evening sessions	Translation Services, Bi-lingual staff, documents created with Google translate
Guidance/ attendance intervention meetings	September thru June as needed	Translation Services, Bi-lingual staff, documents created with Google translate
PIF Meetings	September thru June as needed	Translation Services, Bi-lingual staff, documents created with Google translate
College and Career Counseling	September thru June as needed	Translation Services, Bi-lingual staff, documents created with 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..)	We use Kinvolved because it automatically translates messages into home laaguage, and bi-lingual staff to make phone calls directly to spanish speaking and haitian creole families.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Staff phone calls, translation services if required, staff can translate into spanish and haitian creole.
(C) If a parent has an emergency and needs to contact the school.	Parents can contact our main office. For Spanish-speaking parents, principal, advocate counselor, and Spanish teacher are all on-hand translators. For all other parents, we use DOE Translation Services.

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	During staff professional development at the beginning of the year and through email
Over-the-Phone Interpretation Desk Aid	During staff professional development at the beginning of the year and through email
Language Access Handbook	During staff professional development at the beginning of the year and through email
T&I Unit InfoHub Link	During staff professional development at the beginning of the year and through email
Professional Pathways H.S. Handbook	During staff professional development at the beginning of the year and through email

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	During Professional Development at the beginning of the school year staff is made aware of Chancellor regulation A-663 during training and a copy is emailed and available through internal google account. Language Access Handbook is distributed. All District and Citywide Professional Development opportunities are emailed to teachers throughout the year as they are made available.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: - Translated signage - Brochures/flyers/letters shared with parents - Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) - Messaging phone applications - Parent's Guide to Language Access - NYC Public School Guidebook	Limited-English proficient parents receive information through Kinvolved text messages that are translated into their home language and sent by teachers and administration on a daily basis, flyers/ letters are translated with Google translate. School website available in multiple languages. Translation Services are available for Parent Association meetings and school functions as well as bi-lingual staff members. Parent guide books such as School community involvement, Achieving success in High School, College and career readiness and FASFA workshops are available in Spanish. NYC Public School guidebook as well as required forms and documentation in multiple languages are also available to parents. Signage in multiple languages beginning at the entrance of the school and throughout the building.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	Feed back is gathered through Kinvolved, which allows parents to contact the school through the translate service from their home language and directly translates it into English. Translators from IEP meetings, open house events, Parent Association meetings, school functions.
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.	We have improved our website to include multiple language translation, through family surveys, Kinvolved translation data, and bi-lingual translation services

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.	We will accomplish goals across all AOCs (High School English, High School Mathematics, Quality Individualized Education Program, Supportive Environment Framework, College Career and Civic Readiness, and Graduation Rate) and enable all students to meet state standards by setting high expectations that begins with a welcoming and affirming environment and using inclusive curricula and assessments while ensuring that instruction is rigorous and supported by ongoing and targeted professional learning for educators.

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[1]. 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[2]. **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	162,444	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title I, School Improvement 1003(a)	Federal	0	X	N/A
Title II, Part A	Federal	0	X	N/A
Title III, Part A	Federal	0	X	N/A
Title III, Immigrant	Federal	0	X	N/A
Title IV, Part A	Federal	8,193	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Tax Levy (Fair Student Funding)	Local	2,299,979	X	ELA, Math. GR, CCCR, Quality IEP, SEF

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.

[2]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.