

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	03M415
School Name	Wadleigh Secondary School for the Performing & Visual Arts
Principal	Delali Kodah

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
  
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
  - What theories or hypotheses explain the current student and school outcomes?
  - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Wadleigh Secondary School for the Performing & Visual Arts
District Borough Number (DBN):	03M415
Grades Served:	6 – 12
School Address:	215 West 114th St, NY, NY 10026
Phone Number:	212-749-5800
Fax:	212 749 6463
School Contact Person:	Delali Kodah
School Contact Person Email Address:	Dkodah@schools.nyc.gov
Principal:	Delali Kodah

United Federation of Teachers (UFT) Chapter Leader:	Mary Pieri
Parents' Association President:	Stephanie Pettway
SLT Chairperson:	Erica Hill & Jared Kenish-Turnbull
Title I Parent Advisory Council Chairperson (PAC):	Jimmie Brown
Student Representative(s) Middle /High School:	Juan Cotto
Student Representative(s) Middle /High School:	Azatuhi Yegnukyan
Community Based Organization (CBO) Representative:	Marquis King
School-Based Students in Temporary Housing (STH) Liaison:	Robin Hampton

## **District Information**

Geographic District:	3
Superintendent:	Richard Cintron
Superintendent's Office Address:	335 Adams Street, Brooklyn, NY 11201
Superintendent's Email Address:	rcintro@schools.nyc.gov
Phone Number:	718 923 5124
Fax:	na

## **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
Delali Kodah	*Principal or Designee	
Mary Pieri	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Stephanie Pettway	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Persia Plaza	District Council 37 (DC 37) Representative (staff), if applicable	
Jimmie Brown	Title I Parent Advisory Council Chairperson (or alternate)	
Juan Cotto	Student Representative (Required for high schools)	
Azatuhi Yegnukeyan	Student Representative (Required for high schools)	
Marquis King	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Theresa Hammonds	Parent	
Clarisa Pasqual	Parent	
Abimel Sequinot	Parent	
Erica Hill	Co-Chair (Teacher)	
Jared Kenish-Turnbull	Co-Chair (Teacher)	
	Staff or Parent	

## **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
Shaiya Smith	Lead Instructional Team of Equity	
Justin Lopez	Lead Instructional Team of Equity	
Theadora Lecour	Lead Instructional Team of Equity	
Melissa Stanton	Lead Instructional Team of Equity	
Judy Olsen	Lead Instructional Team of Equity	
Dulyne Desmangles	Lead Instructional Team of Equity	
Lisa Denerstein	Lead Instructional Team of Equity	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>Wadleigh Secondary School for the Performing and Visual Arts offers a rigorous academic program as well as a strong performing and visual arts program. Curricula are designed to ignite scholars' imaginations, nurture their intellectual curiosities, and develop their creative spirits. Scholars are provided the platform to pursue their dreams and passions in order to become productive members of society. At Wadleigh, our view of an authentic education is rooted in the Pedagogy of Love which means having high academic expectations for ALL students as they ALL are in pursuit of achievement in the arts rooted in the school's culture of excellence and nurtured through the mentoring of each student according to their needs.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>School Summary: At Wadleigh, we are committed to the values of equity and excellence for all people. One Wadleigh in Excellence was developed from the belief that all students can excel academically, emotionally, and socially. Equitable instruction, culturally responsive pedagogy as well as sustaining a unified community represent our school's core values. The Professional Development (PD) calendar will provide opportunities for teachers to strengthen social emotional learning by using the framework and pillars (identity, skills, intellect, criticality, and joy) developed by Gholdy Muhammad. Wadleigh's LITE (Leaders of Instruction and Equity) team will continue to discuss race as well as to establish a safe environment that provides an opportunity for faculty to reflect on bias, whiteness and the achievement gap and its impact on social emotional learning. Middle school teachers will receive instructional support to strengthen social emotional learning and align curricula with New York State Common Core Standards. Wadleigh's instructional specialist will receive support from the administration. Lead teachers will focus on social emotional learning and equity during instruction by utilizing model classrooms, one-on-one coaching, and best instructional practices for co-teaching. During the 2022 – 2023 school year, a team will be created of administrators, teachers, parents and students to routinely participate in classroom walk throughs using a modified Danielson Framework rubric in order to reflect on instructional strengths and areas for growth. The ENL student population will continue to receive instruction through both content area teachers, and ENL teachers. Wadleigh's instructional specialist will support ENL teachers with curriculum and strategies aligned with New York State Common Core Standards. Students with disabilities will predominantly receive instruction in an ICT classroom setting. Special education teachers will receive weekly coaching and instructional support from the instructional specialist, the administration, and the Borough Manhattan Office. The Pedagogy of Love engenders a school culture that elucidates purposeful concentrations on student achievement, family engagement, and community development. During the 2022 – 2023 school year, Wadleigh will engage in restorative practices to strengthen and develop students' academic and social emotional wellness. Wadleigh will also address historical as well as recent learning gaps due to the absence of daily in-person learning because of COVID-19. During the 2022-2023 school year, professional learning will support faculty with the implementation of culturally responsive instruction. Wadleigh will continue to implement a structure that requires guidance counselors to be the main point of contact for students facing challenges and concerns. Guidance counselors will partner with administration and teachers in order to develop strategies that positively address and rectify student challenges and concerns. Students and families who need additional support will receive it through NY Foundling and SCAN Harbor. Students will engage in weekly advisory classes facilitated by guidance counselors. These classes are based on mindfulness with a college and career focus. CFES/Brilliant Pathways, the Ascenders as well as the Navigators from Hunter College are partnering with Wadleigh in this endeavor. Wadleigh will continue to provide support for LBGTQX students through guidance counselors, NY Foundling and SCAN Harbor. Parents and families will continue to receive support for their children with monthly parent workshops, Kinvolve text messages, and phone calls. Moreover, all families have the option to receive weekly groceries and toiletries from our food pantry. Wadleigh administration will continue to provide an open-door policy to strengthen communication between faculty, school staff, students and external stakeholders (local businesses, government agencies, private institutions, colleges and universities, community-based organizations, and NYC Department of Education schools and agencies.) Wadleigh's instructional focus remains reading, writing and discussion across all content areas. Wadleigh teachers will continue to meet weekly in departmental teams and grade teams to identify essential standards, implement common assessments, disaggregate data and prepare instructional plans that address student strengths and needs. Challenges faced in the 2022 – 2023 school year will be the adjustment to full-time in-person learning. We are currently preparing instruction for students that addresses their extensive needs in order to achieve proficiency and beyond on math State examinations. The math department will continue to meet weekly in order to vertically align planning as well as measure student growth through common assessments. Therefore, the PD calendar will be adjusted to address areas of need that arise based on assessments given in math. Because of the loss of in-person instruction during COVID-19, the measurement of student growth in math was only through grade point averages. However, supplemental instruction was provided during the 2021-2022 school year through one-on-one tutoring from teachers. Moving forward to address student learning gaps, after school instruction and Saturday school tutoring will be funded by SCAN Harbor. Wadleigh teachers will serve as their instructors. Every student's weekly schedule will be infused with periods for advisory and guidance in order to receive additional academic and social emotional learning. During the 2022-2023 school year, all departments will collaboratively plan culturally responsive instruction and social emotional learning in order to address learning gaps. 7th and 8th graders will continue to take high school classes in order to prepare for the English, Algebra, Living Environment, and US history Regents. Student centered instruction will continue to be the modality in which instruction is delivered. The 10.30.10 lesson plan and station rotation instruction will be the structure used across all content areas for instruction. All content areas will continue to utilize writing templates such as ACES, as well as peer to peer and teacher feedback that checks for student understanding. Wadleigh will continue to provide multiple testing opportunities. Since 9th graders will finish all 4 regents by the end of their 9th grade year, students will have the opportunity to retest for the CCR grade in their subsequent years. The goal is for them to obtain the CCR score in the 9th grade. Teachers will use Google classroom, Gradecam, and Read Works to determine students' levels and guide their writing, while Khan Academy and Prodigy will be used in Math. Our students' needs revolve around chronic absenteeism, Math, ELA, Regents and state assessment scores, as well as consistent parent participation. Wadleigh's objective is to be consistent with parent outreach and parent supports. We will offer regent and state test prep throughout the school year, as well as engage and involve our PTA. We will continue working with our attendance team to reduce chronic absenteeism and sporadic attendance. We currently have a 95% attendance rate; however, we have some students who attend sporadically, and it is reflected in our daily attendance. Current Demographic information about our school's student population. Middle School Asian: 1% Black: 54% Hispanic or Latinx:42% Native American: 0% Native Hawaiian/Pacific Islander: 0% White: 0% English language learners: 4% Students with disabilities: 20% Male: 41.8% Female: 58% High School Asian: &lt;1% Black: 42% Hispanic or Latinx: 50% Native American: 2% Native Hawaiian/Pacific Islander: &lt;1% White: 3% English language learners: 4% Students with disabilities: 21% Male: 30% Female: 70%</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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



Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6th - 7th Grades	Utilized New Visions State aligned ELA Core Curriculum	Embedded texts and lessons from Read Works
ELA High School Regents	8th - 9th Grades	Utilized New Visions State aligned ELA Curriculum as a foundation for Wadleigh's own Culturally and Historically Responsive Curriculum	Embedded texts and lessons from Read Works
ELA PRE AP	10th Grade	Utilized AP for All Pre AP ELA Curriculum as a foundation for Wadleigh's own Culturally and Historically Responsive Curriculum	Embedded Units published by College Board, texts from the Language of Literature
ELA AP	11th - 12th Grades	Utilized College Board's ELA Curriculum as a foundation Wadleigh's own Culturally and Historically Responsive Curriculum	Embedded Units published by AP for All, texts from the Language of Literature
Math	6th - 7th Grades	Open Resources	New Visions Instructional Coach unit mapping specific to each grade and class of math.
Math High School Regents	8th - 12th Grades	New Visions	New Visions Instructional Coach provides unit mapping specific to each grade and class of math.

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

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

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

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

### AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

#### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students in the 8th grade for the 2022-2023 school year.	MapGrowth Student Summary Report. The number of students who met their growth projections in Spring of 2022 was 27%.	Students entering the 7th grade during the 2021 - 2022 school year demonstrated literacy gaps due to the pandemic and remote learning. In addition students entering the 7th grade also exhibited gaps in social emotional development from the absence of in person learning.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	27	By June, 2023, the number of students in the 8th grade who met their growth projection will increase from 27% to 37%, as measured by MapGrowth Data Assessment..

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
ELA MapGrowth Assessment	8th Grade students taking the MapGrowth Assessment who meet their Growth Projection will increase from 27% to 37% by June 2023.	27% of 7th grade students met their MapGrowth projection in June 2022	In September 2022, 27% of 8th grade students will have met their growth projections	In January 2023, 33% of 8th grade students will have met their growth projections	In June 2023 37% of 8th grade students will have met their growth projections

**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?)
08/29/2022	09/05/2022	All teachers will be trained by the IEP coordinator on reading IEPs and utilizing best practices with SWDs. They will also implement testing accommodations during class exams. Teachers will participate in weekly department meetings to engage in curriculum writing, unit and lesson planning. Teachers will attend professional development on collaborative strategic reading.
09/14/2022	11/05/2022	The IEP Coordinator will work with English teachers during department meeting to support their planning for SWD. She will ensure lessons are differentiated and aligned with students learning modalities. Teachers will analyze student work and identify learning and teaching gaps. Teachers will attend professional development workshops offered by New Visions focused on curriculum/lesson planning and supporting students with an IEP's in the remote learning environment. Co-teachers will plan lessons that meets the needs of every student. Students requiring additional support will receive daily tutoring after school from 2:30 PM-5:00 PM.
01/18/2023	01/29/2023	Teachers will administer final exams to assess student progress to measure student growth. Tutoring will be offered to all SWD.
10/04/2022	01/31/2023	MAP Growth assessments will be utilized in order to provide interventions and extensions for students. Data will inform departmental unit planning to address MAP Growth Outcomes

**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?)
01/01/2023	03/12/2023	The IEP coordinator will continue to provide professional development to English teachers about supporting SWD. Teachers will engage in weekly department meetings to engage in group revision of curriculum, unit and lesson planning. Teachers will address learning and teaching gaps identified in the mock regents from January. Teachers will attend professional development workshops by New Visions around curriculum/lesson planning and supporting students with an IEP's in the remote learning environment. Students requiring additional support will receive daily tutoring after school from 2:30 PM - 5:00 PM.
03/15/2023	04/30/2023	The IEP coordinator will continue to provide professional development to English teachers about supporting SWD. Teachers will administer a mock exams to measure student growth. Teachers will adjust the curriculum to respond to the needs of students based on the results of the mock exams, classroom assignments submissions, and students' goals. Students in grades 6 and 8 will take the NYS English Exams.
05/03/2023	06/28/2023	Students in grade 8 will take the English Regents exam and MapGrowth EOY Assessment.
02/01/2023	06/30/2023	MAP Growth assessments will be utilized in order to provide interventions and extensions for students. Data will inform departmental unit planning to address MAP Growth Outcomes

#### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2022	12/22/2022	Parent workshop about course content, expectations and literacy strategies	
09/14/2022	06/27/2023	Stop, Drop & Read, parent book club, students reading to younger students in other schools	

Human Resources	Follow Us to Success, English Master/Lead Teacher, Wadleigh English and SpEd teachers for tutoring
Instructional Resources	New Visions, Wadleigh ELA curriculum, Padlet, Nearpod, NewsELA
Schedule Adjustments	NA
Other Resources Needed	Trips, computers, books

## **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH**

#### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthening math foundational skills	According NYSED Data Portal 18% of All students met Proficiency	Historical learning gaps unaddressed, lacking foundational skills, no academic supports that if resolved will advance equity and result in measurable, positive outcomes for all students, including under served subgroups.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	18	By May, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 18 to 28, as measured by NYS Math Exam.

#### 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)
		0 students			
NYS Mathematics Exams and NYS Algebra Regents	13% (2 out of 15) students with an IEP in grades 6 & 7 and 16% (1 out of 6) students with and IEP in grade 8 will score at or above proficiency (Level 3 or 4 or 65+) on the NYS Mathematics Exam and the NYS Algebra Regents exams, respectively.	0% of students performed at Level 3 or 4 as measured by mock NYS Mathematics exams.	14% of all students will show proficiency on state exams	22% of all students will show proficiency on state exams	28% of all students will show proficiency on state exams

#### Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/15/2022	10/16/2022	All teachers will be trained by the IEP coordinator on reading IEPs and utilizing best practices with SWDs. They will also implement testing accommodations during class exams. A math coach and consultant from National Training Network will support teacher in creating baseline assessments in middle school math and Algebra and update curriculum maps to align with the DOE priority standards. Coach will support teachers in identifying prior knowledge that must be address before meeting grade level content with scaffolding to support SWD. Teachers will attend weekly department meetings with the coach.
10/19/2022	01/15/2023	The IEP Coordinator will work with math teachers during department meeting to support their planning for SWD. NTN coach will conduct virtual classroom visits to provide support and feedback to all math teachers. The math coach will provide a summary from weekly coaching visits. Teacher will administer midterm assessments.
10/18/2022	01/29/0023	Teachers will administer final exams to assess student progress. Tutoring will be offered to all SWD.
10/04/2022	01/31/2023	Teachers will administer 3 MapGrowth assessments throughout the school year and use data to provide intervention support during lunchtime tutoring as well as embed areas of need into their unit plans

#### 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	03/12/2023	The IEP coordinator will continue to provide professional development to math teachers about supporting SWD. The NTN coach will work with teachers to review the structure of lessons and expectations for students based on the January assessment. Teachers will deliver lessons for students to learn new concepts and clarify misconceptions identified in the assessment. The math coach will facilitate virtual lessons and provide support; hold pre- and post-conferences with teachers to reflect on student learning experience. Coach and teachers will meet weekly to discuss spring semester pacing.
03/15/2023	06/11/2023	NTN Coach will conduct virtual classroom visits and provide support and feedback to all math teachers. The math coach will provide a summary from weekly coaching visit as teachers work on a vertical progression of content. Teachers and coach will administer midterm assessments. Students in grades 6 and 8 will take the NYS Mathematics Exams.
06/14/2023	06/28/2023	Students in grade 8 will take the Algebra Regents exam.
02/01/2023	06/30/2023	Teachers will administer 3 MapGrowth assessments throughout the school year and use data to provide intervention support during lunchtime tutoring as well as embed areas of need into their unit plans

**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)
09/14/2022	06/27/2023	Parents will be provided with curriculum resources including scaffolded and translated texts.	
10/04/2022	12/22/2023	Parent workshops on how to access and use the curriculum online.	

Human Resources	NTN Math coach, Follow Us to Success tutors, Wadleigh math teachers for tutoring, ICT Teachers
Instructional Resources	Open Up Resources curriculum, eMath Instruction, Nearpod, Padlet
Schedule Adjustments	NA
Other Resources Needed	Graphing calculators, Desmos, batteries, trips, computers

**AREA OF CONCENTRATION HIGH SCHOOL ELA**

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students in the 11th grade for the 2022 - 2023 school year.	MapGrowth Student Summary Report. The number of students who met their growth projections in Spring of 2022 was 33%.	Students entering the 10th Grade during the 2021-2022 school year demonstrated literacy gaps due to the pandemic and remote learning. In addition student entering the 10th grade also exhibited gaps in social emotional development from the absence of in person learning.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	33%	By June, 2023, the number of students in the 11th grade who met their growth projection will increase from 33% to 43%, as measured by MapGrowth Data Assessment.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
ELA MapGrowth Assessment	11th Grade students taking the MapGrowth Assessment who meet their Growth Projection will increase from 33% to 43% by June 2023	33% of 10th grade students met their MapGrowth Projections in June 2022	In September 2022, 33% of 11 grade students will have met their growth projections	In January 2023, 38% of 11 grade students will have met their growth projections	In June 2023, 43% of 11 grade students will have met their growth projections

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/24/2022	09/07/2022	Teachers will engage in weekly department meetings to engage in group revisions of 2022 - 2023 curriculum, unit and lesson planning. Teachers will attend Admin lead professional development on how to use collaborative strategic reading to engage students and improve literacy skills.
08/24/2022	01/15/2023	Teachers will analyze student work and identify learning and teaching gaps. Teachers will attend Professional development workshops offered by New Visions around curriculum/lesson planning and supporting students with an IEP's in literacy. Co-Teachers of general education and ICT classroom will plan lessons that meets the needs of every student. Administrators will conduct classroom visits and give feedback for growth monitoring progress. The Special Ed Coordinator will facilitate weekly meetings to discuss student progress and needs and ensure that lessons are differentiated and aligned with students learning modalities. Students requiring additional support will receive daily tutoring after school from 2:30-5:00.
01/18/2023	01/29/2023	Teachers will administer MapGrowth Assessments to measure growth and needs. Teachers will adjust the curriculum to respond to the needs of students based on the results of the mock regents, classroom assignments submissions, and students' goals.

**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	03/12/2023	Teachers will engage in weekly department meetings to engage in group revision of curriculum, unit and lesson planning. Teachers will address learning and teaching gaps identified in the mock regents from January. Teachers will attend Professional development workshops by New Visions around curriculum/lesson planning and supporting students with an IEP's in literacy. Co-Teachers of general education and ICT classroom will plan lessons that meets the needs of every student. Administrators will conduct classroom visits and give feedback for growth monitoring progress. The Special Ed Coordinator will facilitate weekly meetings to discuss student progress and needs and ensure that lessons are differentiated and aligned with students learning modalities. Students requiring additional support will receive daily tutoring after school from 2:30-5:00.
03/15/2023	03/26/2023	Teachers will administer mMap Growth Assessment to measure growth and needs. Teachers will adjust the curriculum to respond to the needs of students based on the results of the mock regents, classroom assignments submissions, and students' goals.
04/05/2023	06/28/2023	Teachers will analyze student work in weekly department meetings and Co-Teachers of general education and ICT classroom will plan lessons that meets the needs of every student. Administrators will conduct classroom visits and give feedback for growth monitoring progress. Students requiring additional support will receive daily tutoring after school from 2:30-5:00.

### **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)
09/04/2022	12/22/2022	Parent workshop about course content, expectations and literacy strategies.	
10/04/2022	12/22/2022	Stop drop and Read, parent book club, students reading to younger students in other schools.	

Human Resources	Follow Us to Success, English PCT/Lead Teacher, Wadleigh English and SpEd teachers for tutoring
Instructional Resources	New Visions, Wadleigh ELA Curriculum, Padlet, Nearpod, NewsELA
Schedule Adjustments	N/A
Other Resources Needed	Trips, computers, Devices

## **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)
all students	students unable to reach the CR (Algebra Regents January 2019) Average score 60%	Lack of targeted supported in areas that the regents shows students not scoring in. If resolved will advance equity and result in measurable, positive outcomes for all students, including under served sub groups.

**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	35.9	By June, 2023, High School Math for All Students will Increase 5%, from 35.9 to 40.9%, as measured by Algebra Regents Exam.

**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)
		August 2022			
Algebra Regents Exam	Students pass rate at 70 or above will increase by 4% from 36%-40%	18% of students received 70 or higher on the Algebra/Geometry Regents	25% Of students will demonstrate 70 or higher on mock Algebra regents exams.	35% Of students will demonstrate 70 or higher on mock Algebra regents exams.	40% Of students will demonstrate 70 or higher on mock Algebra regents exams.

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/15/2022	10/16/2022	Math Consultant Coach from National Training Network will Coach will work with teachers to create baseline assessments for Algebra 1, Geo, and Algebra 2 and update curriculum maps to align with DOE priority standards. Coach will support teachers in identifying prior knowledge that needs to be addressed before meeting grade level content and and ways to incorporate technology. Teachers will attend weekly department meetings with the coach. NTN Coach will conduct virtual classroom visits and provide support and feedback to all math teachers. The math coach will provide a summary from weekly coaching visit as teachers work on a vertical progression of content. Teachers and coach will administer midterm assessments.
10/19/2022	01/15/2023	Students will attend tutorials that are available Mon - Fri 2:30 - 5:00pm
01/18/2023	01/29/2023	Teachers and coach will administer mock regents to assess growth and progress.

**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	03/12/2023	NTN Math Coach will work with teachers to review the structure of lessons and expectations for students based on the January assessment. Teachers will deliver lessons for students to learn new concepts and clarify misconceptions identified in the assessment. The Math Coach will facilitate virtual lessons and provide support; hold pre- and post-conferences with teachers to reflect on student learning experience. NTN Coach and teachers will meet weekly to discuss spring semester pacing. Coach will conduct classroom visits and look for evidence of student thinking through writing opportunities and formative assessment. Follow-up will occur via email with takeaways from each planning meeting and post-conference; pre-plan for upcoming units and lessons. Teachers conduct midterm assessments and modify learning activities based on the needs of student formative and summative assessments. Teachers will reflect on learning progress as a whole group.
03/15/2023	06/11/2023	Students will attend tutorials that are available daily from 2:30 until 5:00pm.
06/14/2023	06/28/2023	Teachers and coach will administer finals to assess growth and progress.

### **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)
09/14/2022	06/27/2023	Parents will be provided with curriculum resources including scaffolded and translated texts.	
10/04/2022	12/22/2023	Parent workshops on how to access and use the curriculum online	

Human Resources	NTN Math Coach, Follow Us to Success tutors, Wadleogh math teachers for tutoring
Instructional Resources	Open Up Resources Curriculum, eMath Instruction, Nearpod, Padlet
Schedule Adjustments	N/A
Other Resources Needed	Graphing calculators, Desmos, batteries, trips, computers

## **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)
9th Grade	decrease in perceptions of overall social and learning climate of the classroom (June 2022 Student Perception survey)	pandemic
6th Grade	increase in students identified in need (DESSA SEL Screener)	pandemic
SWD	96% of SWD reported: This school are given the necessary tools to engage in non-violent conflict resolution compared with 77% of non-swd. 92% of SWD reported: This school is intentional in providing students guidance on navigating school transitions as well as considering college and career options compared with 88% non-SWD. 70% of SWD reported: Teachers at this school are in tune with student needs and find ways to provide support compared with 67% of non-SWD. 68% of SWD reported:Students at this school share areas of potential bullying compared with 74% of non-SWD. 90% of SWD reported: The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions compared to 83% of non-SWD. 69% of SWD reported:Students at this school have the resources and opportunities to address their social emotional and mental health concerns compared with 63% of non-SWD.	Pandemic and isolation from peers,

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Physical & Mental Wellness	64	By June, 2023, practices related to Social-Emotional Support will improve 6%, from 64 to 70, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.
Physical & Mental Wellness	69	By June, 2023, practices related to Social-Emotional Support will improve 8%, from 69 to 77, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

#### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Student Perception Survey	64% of students had favorable perceptions of the overall social climate and 67% learning of the classroom.	20% of 376 respondents	70% of students will favorable perceptions of both the overall social and learning climate of the classroom.	75% of students will favorable perceptions of both the overall social and learning climate of the classroom.	80% of students will favorable perceptions of both the overall social and learning climate of the classroom.
DESSA Screener	Social Awareness	22% in need of instruction	39% in need of instruction November pre-implementation period	30% Post-Implementation period	20% Post-Implementation period spring 2023

#### **Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
07/24/2022	02/01/2023	Create summer program for incoming 9th grade and 6th grade students to support their transition.
09/26/2022	01/19/2023	Utilize the services of I Have A Purpose (MS) and Elevate (6-12) to support SEL, study skills in Advisory classes.
09/26/2022	02/01/2023	Tutoring to support the academic needs of all students.
10/11/2022	01/31/2023	Partnership with Madison Square Garden's Garden of Dreams Foundation - MSG4ME Mentorship Program. High school students will shadow MSG executives for 6 weeks.

#### **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	Utilize the services of I Have A Purpose (MS) and Elevate (6-12) to support SEL, study skills in Advisory classes.
02/01/2023	06/27/2023	Tutoring to support the academic needs of all students.
02/01/2023	06/27/2023	Wadleigh Market to support families who are facing food insecurity and who are in need of clothing. Stipend to support student internships inside and outside of school.
02/01/2023	05/31/2023	Partnership with Madison Square Garden's Garden of Dreams Foundation - MSG4ME Mentorship Program. High school students will shadow MSG Executives for 6 weeks.

#### **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)
09/14/2022	06/27/2023	Wadleigh Market accessible to all families every week on Tuesday, Wednesday or Thursday.	WestHab and Food Bank of NY
09/14/2022	09/27/2023	Parent Workshops by the Parent Coordinator 10/28/22-Vaping 11/29/22-Marijuana 12/8/22-Alcohol 1/19/22-Financial Literacy 2/9/22-Date & Domestic Violence 3/16/22-Gambling 3/22-Incarceration 4/18/22-Cyberbullying 6/16/22-Resume/Job/Interview	SAPIS
11/08/2022	11/08/2022	Wadleigh Wellness Fair	NYPD, FDNY, SAPIS, Touro Medical, HOPE, SNAP, NBLCH, Harry Belafonte NY Public Library, NY Foundlings
12/01/2022	12/09/2022	FAFSA Workshops	Guidance Counselor
12/01/2022	01/31/2023	PTA Funding Drive	PTA, SGA

Human Resources	Parent coordinator, I Have A Purpose, Elevate, teachers, guidance counselors
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	Trips, team building workshops, market supplies

## **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)
All students	According to June 2022 NV data portal chronic absenteeism rate was 31%	Repeated school closures due COVID outbreak
Special Ed students	According to NV Data Portal YTD attendance rate for SWD was 75%	Repeated school closures due COVID outbreak

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	31	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 31% to 26%, as measured by New Visions Data Portal.
Students with Disabilities (SWD)	41%	By June, 2023, Chronic Absenteeism for Students with Disabilities (SWD) will Decrease 5%, from 41% to 36%, as measured by New Visions Data portal.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2023			

New DOE attendance application, ATS, Heat map, Daily Attendance.	51% of students were chronically absent in 2022	100% of chronically absent students/parents will receive daily phone calls from the Attendance Team to support students with class engagement through work completion.	10% of MS students and 10% HS students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.	20% of MS students and 20% HS students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.	30% of MS students and 30% HS students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.
New Vision Data Portal	Chronic Absenteeism rate for SWD was 39%	100% of chronically absent Students with Disabilities/parents will receive daily phone calls from the Attendance Team.	40 students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.	38 students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.	36% of students (who are non responsive) will receive home visits and wellness checks for school reengagement and possible counseling. After 5 consecutive days an Attendance Letter will be sent to the home. If no response from parents to the first letter, the second letter will be sent with the return receipt requested. By day 9 of student's absence, In-house personnel will conduct visits to students' homes After 10 consecutive days absent, and no parental response to outreach, the Attendance teacher will follow up with a visit. Parents must complete a google form for their child's absence with reason code or Parents must submit a note to central attendance Wadleigh email that will be created explaining why a student was absent from school.

**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?)
08/10/2022	09/11/2022	The attendance team will monitor daily attendance by using the New Visions Portal to keep track of classroom and school day attendance. Phone calls are made to both students and parents once they are absent for 2 consecutive classes. New DOE application will be used daily to message families about their child's attendance for the day. Classroom engagement will also be monitored by the Attendance Team, Guidance Counselors, and Support Staff. Weekly Attendance Meeting (Heat Map & New Visions).
09/14/2022	10/31/2022	All chronically Absent students will be contacted daily by the Attendance Team, and Guidance Counselors for support with attendance. The Attendance Team members will be in constant communication with teachers, as well as New Visions to make sure their attendance data is current. Letters will be sent home for students with more than 3 absences by guidance counselor and home visits will be conducted for students with more than 5 absences by a member of Attendance Team. Kid Stat meetings are held with both parents (guardians) and students to discuss disengagement, incomplete classwork, and the check-in check-out (CHICO) process. Students will be assigned an attendance success mentor to report to daily. Wellness checks are also available to those who request them. We will also conduct Weekly Attendance meetings to review and update as plans changes and student attendance improves.
11/02/2022	01/17/2023	Celebrate students who have increased daily attendance and classwork completion.

#### 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?)
01/01/2023	03/31/2023	The attendance team will monitor daily attendance by using the New Visions Portal to keep track of classroom and school day attendance. Phone calls are made to both students and parents once they are absent for 2 consecutive classes. New DOE application will be used daily to message families about their child's attendance for the day. Classroom engagement will also be monitored by the Attendance Team, Guidance Counselors, and Support Staff. Weekly Attendance Meeting (Heat Map & New Visions).
03/01/2023	04/15/2023	All chronically Absent students will be contacted daily by the Attendance Team, and Guidance Counselors for support with attendance. The Attendance Team members will be in constant communication with teachers, as well as New Visions to make sure their attendance data is current. Letters will be sent home for students with more than 3 absences by guidance counselor and home visits will be conducted for students with more than 5 absences by a member of Attendance Team. Kid Stat meetings are held with both parents (guardians) and students to discuss disengagement, incomplete classwork, and the check-in check-out (CHICO) process. Students will be assigned an attendance success mentor to report to daily. Wellness checks are also available to those who request them. We will also conduct Weekly Attendance meetings to review and update as plans changes and student attendance improves.
04/16/2023	06/09/2023	Celebrate students who have increased daily attendance and work completion

#### 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)
09/14/2022	06/27/2023	Celebrations of students with families for improved and excellent attendance	WestHab
09/14/2022	06/27/2023	Daily calls to absent students, Kid Stat for chronically absent students	WestHab

Human Resources	Wadleigh's Attendance Team, PTA President
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	Incentives, gift cards, trips, home visits

## AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students with Disabilities	statements on how prior goals informed the Present Levels of Performance and current goals present in the IEP (IEP 2021-2022) IEP Reviews (2021-2022)	progress monitoring of Measurable Annual Goals are not being completed with fidelity

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	10	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve development of the Present Levels of Performance and current Measurable Annual Goals informed by student's prior measurable annual goals by Increase 10%, from 10% to 20%, as measured by Internal School Data.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2023			
Internal School Data	Completion of IEP Reviews will show alignment of statements a how prior goals informed the PLOP and current Measurable Annual Goals	10% of the IEPs have statements on how the prior measurable annual goals informed the PLOP and current goals		15% of IEPs will have mention of prior measurable annual goals in the PLOP	20% of IEPs will have mention of prior measurable annual goals in the PLOP

**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?)
09/12/2022	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Staff will be provided trainings in completion of Teacher Reports during push-in Professional Development to all departments to ensure accurate academic information is reported. Conduct 4 IEP Reviews to ensure students recommended programs are aligned to their needs.
09/12/2022	06/09/2023	Develop appropriately rigorous standards-aligned annual goals	IEP Coordinator will attend Special Education Liaison meetings to receive current and updated information on Annual Goals writing. Special Education Teachers will receive trainings from the IEP Coordinator in writing Annual Goals aligned to student needs.
09/12/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	During weekly Special Education team meetings teachers will work on interpreting information from Psychoeducational Reports to guide in the writing of "impact of disability" statements. Conduct 4 IEP Reviews to ensure information is reported accurately.
09/12/2022	06/09/2023	Ensure that programs and services mandated on each student's IEP are delivered	IEP Coordinator will provide ongoing Professional Development opportunities for entire staff SESIS training.
09/12/2022	06/09/2023	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]	Special Education teacher will conduct student interviews to complete the Student Vocational 1 Assessment Staff will be provided trainings in completion of Teacher Reports during push-in Professional Development to all departments to ensure accurate information is reported. During weekly Special Education team meetings teachers will work on aligning the present levels of performance (PLOP) to the Postsecondary Measurable Goals and Coordinated Set of Transition Activities sections.
09/12/2022	06/09/2023	Conduct IEP meetings within specified compliance dates	Special Education teachers will receive a IEP caseload and lists will be monitored during weekly Special Education team meetings. Special Education teachers will have access to IEP completion due dates provided by the IEP Coordinator. IEP Coordinator and School Psychologist will schedule all IEP Meetings and inform assigned Special Education teacher.
09/12/2022	01/31/2023	Monitor referrals to Special Education to ensure appropriate referrals only	During weekly Special Education team meetings time will be allocated for "Kid Talk" to discuss at risk identified in ICT classes and implementation of Academic Intervention Services (AIS). During co-planning teachers will develop and implement interventions for at risk students before submitting Special Education referrals. IEP Coordinator will provide push-in PDs to all departments to discuss interventions to put in place before referring students for Special Education services.

#### **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)
02/01/2023	06/27/2023	ACCES VR meeting with families	
09/08/2022	06/27/2023	IEP meetings	

Human Resources	IEP Coordinator, SpEd teachers, speech teacher, psychologist
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	Teacher training, No Red Ink, Nearpod, Padlet, NewsELA

#### **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)
All students : Class of 2023	Maintain 100% Graduation Rate (NV Data Portal 2022)	Juniors experienced their first full year of in-person high school during the 2021-2022 school year. Waivers were issued for the regents exams of June 2021 and June 2020. Juniors are the largest block of students who are off track in credits. Almost all juniors behind in credits are off track by less than 3 credits. Our goal is to provide 1:1 check ins, advisory periods and SEL support to align students' progress to their goals for graduation and postsecondary plans. All students will be provided full and reinforced awareness about their credit-requirements. The current rate for this class is 100%, our goal for next year is to maintain 100%.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	100	By August, 2023, Graduation Rate for All Students will remain at 100%, from 100 to 100, as measured by Graduation Rate - NV Data Portal.100

**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)
		August 2022			
regents scores and earned course credits	44/46 students have 44 credits accumulated and a minimum of 5 regents passed/waived	06/72 students have 30 credits accumulated and 3 regents passed/waived	41/45 students passing all 6 classes first marking period of semester 1	43/45 students passing all 6 classes first marking period of semester 2	45/45 students passing all 6 classes first marking period of semester 3

**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?)
08/17/2022	10/16/2022	Students are programmed in accordance to their transcript needs as per New Visions portal and transcript review by the programmer, GC and principal to ensure all student programs are accurate.
09/13/2022	01/29/2023	All seniors are assigned a Navigator from Hunter College who is their personal life coach to get them through high school. The Navigator meets weekly with the student. Students will also check in weekly through advisory with their GC to ensure they are on track to graduation. Tutoring will be provided daily per subject from 2:30 to 5:00.
10/12/2022	11/20/2022	Scholarship data will be pulled based on the first progress report on 10/12/2022 and first report card on 11/20/2022 will be shared with teachers to develop action plans to address students who may be struggling. Also, students who are identified as "students in need of improvement" will be targeted for family meetings or home visits about the state of the student's progress and to determine what supports may need to be implemented to help with the success of the student.

#### **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?)
01/01/2023	02/12/2023	Students are programmed in accordance to their transcript needs as per New Visions portal and transcript review by the programmer, GC and principal to ensure all student programs are accurate.
02/01/2023	05/13/2023	All seniors are assigned a Navigator from Hunter College who is their personal life coach to get them through high school. The Navigator meets weekly with the student. Students will also check in weekly through advisory with their GC to ensure they are on track to graduation. Tutoring will be provided daily per subject from 2:30 to 5:00.
02/26/2023	04/09/2023	Scholarship data will be pulled based on the first progress report in February and first report card in April to be shared with teachers to develop action plans to address students who may be struggling. Also, students who are identified as "students in need of improvement" will be targeted for family meetings or home visits about the state of the student's progress and to determine what supports may need to be implemented to help with the success of the student.

#### **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)
09/14/2022	06/27/2023	Students and families paired with a Navigator through the first year of college	
09/14/2022	06/27/2023	Ascenders work with families on the college application process and financial planning	

Human Resources	Navigators, Ascenders, guidance counselor, teachers, CFES Brilliant Pathways
Instructional Resources	Naviance
Schedule Adjustments	NA
Other Resources Needed	Senior stipends, college trips, workshops

## **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)
All Students : Class of 2023	Increased On-track rate for College Readiness (On track for 80+ on ELA and Math Regents) - NV Data portal	Now (2022), according to the NV portal, the College Readiness Rate for Class of 2023 is 18%. Next year, in 2023, our goal for this category for Class of 2023 is will be 23%. Our goal is to increase the rate by 5%.
All Students : Class of 2025	Currently have 100% On-track rate for College Readiness 2022 (On track for 80+ on ELA and Math Regents) - NV Data portal	According to the NV Data portal, Class of 2025 is 100% on track for college readiness. New Visions' Post-Secondary Success Team was composed of Wadleigh teachers who aligned every freshman with a teacher-mentor to provide 1:1 check ins and academic support. Students were taught to use their voice to self advocate for their needs and communicate with their teachers. This in addition to an advisory period is designed to align student progress with student goals.

**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	18	By August, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 5%, from 18 to 23, as measured by NV Portal : Class of 2023 College and Career Readiness .

**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)
		August 2022			
Regents exams passing rate	13/72 students in class of 2023 have 75+ regents scores for both ELA and Math regents (no waiver).	13/72 students passing math and ELA regents exams; on track with credit accumulation (30 credits)	4 of those 59 students are registered to take the math/ELA exams that year.	4 of those 59 students are on track to pass the math and ELA exams that year.	4 of those 59 students pass a math and ELA 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. 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?)
08/13/2022	01/28/2023	Navigator Team from Hunter College will partner one on one with all seniors weekly, to ensure they are working towards their graduation goals. In addition, students will attend weekly advisory with their GC to ensure they are making progress towards graduation. Daily calls will be made to senior homes to ensure they are turning in work and attending all classes. Home visits if necessary will be conducted by the PC, GC or principal.
08/13/2021	10/13/2021	Review of transcripts using the New Visions Portal along with the programmer, GC and I reviewing paper transcripts to ensure all students are programmed properly for classes to ensure they receive an Advanced Regents Diploma by applying the waivers in Jan 2021
10/13/2021	01/13/2022	Tutoring offered Mon - Fri from 2:30 to 5:00 daily in all subjects for students. Beacon Scan-Harbor is a provider along with after school tutoring provided by Wadleigh.

#### **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?)
12/12/2022	02/13/2023	Review of transcripts using the New Visions Portal along with the programmer, GC and I reviewing paper transcripts to ensure all students are programmed properly for classes to ensure they receive an Advanced Regents Diploma and apply the waiver for regents in Jan 2023.
02/01/2023	05/19/2023	Navigator Team from Hunter College will partner one on one with all seniors weekly, to ensure they are working towards their graduation goals. In addition, students will attend weekly advisory with their GC to ensure they are making progress towards graduation. Daily calls will be made to senior homes to ensure they are turning in work and attending all classes. Home visits if necessary will be conducted by the PC, GC or principal.
02/01/2023	06/30/2023	Tutoring offered Mon - Fri from 2:30 to 5:00 daily in all subjects for students. Beacon Scan-Harbor is a provider along with after school tutoring provided by Wadleigh.

#### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2022	11/01/2022	Information sessions about AP courses	
09/14/2022	06/27/2023	CFES Brilliant Pathways	

Human Resources	CFES, Navigators, AP for All, Ascenders, College Now, teachers, guidance counselors
Instructional Resources	College Board resources, BMCC text
Schedule Adjustments	NA
Other Resources Needed	Computers, calculators, trips

## **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)
Tutoring - Tier 2	Students who have not demonstrated proficiency in Math on State Exams or their classes	SCAN Harbor	Small Group	After school	Yes
Tutoring - Tier 2	Students who have not demonstrated proficiency in Math on State Exams or their classes	Follow us to Success	Small Group	After school	Yes
Study Sessions/mentoring - Tier 3	Students are selected based on their academic performance in the 9th grade	PST (Post Secondary Team)	one-to-one	After school study sessions for targeted students	Yes

## **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)
Counseling - Tier 2 and 3	Students in grades 6-12 who self select, referrals, or recommended by family to receive counseling.	New York Foundling	Individual counseling, family counseling, and group guidance in advisory program.	Before, during, and after school.	Yes
Group guidance, and advisory - Tier 2	All middle school students	I Have a Purpose	Group guidance	During school	Yes
Health and Wellness -Tier 3	Any student or family in need	Wadleigh Market	one-to one	During school and after school	NoScan

## **Students in Temporary Housing (STH) Support**

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>64</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Wadleigh plans on offering all STH students and families the following supports throughout the 2021-2022 school year: Prioritize students in shelters for regularly scheduled social-emotional supports, such as group, family, or individual student counseling and wellness checks with NY Foundling. Wadleigh will offer a school-based STH Liaison and offer trauma and crisis training to those who are interested in servicing our STH cohort of students. Community-Based Organizations such as Westhab, Inc, and Beacon/Scan will coordinate with shelters to provide workshops for families on how to best support their children during the upcoming school year. Private donors and organizations such as NY Cares and the Food Bank of NY will continue to prioritize STH families by decreasing food insecurity (renewed on-site pantry grant) and increasing donations to students (such as winter coats, shoes, hygiene products, winter accessories, and blankets).</p>
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## **Expanded Learning Time (ELT) Support**

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Scan Harbor will provide tutoring services for students in temporary housing during the summer as well as throughout the school year.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>Wadleigh secondary provides teachers who work for SCAN Harbor during the summer as well as after-school programs throughout the year.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Wadleigh faculty currently plans vertical instruction by subject area departments. Weekly subject area common planning time will keep Wadleigh teachers who work for SCAN Harbor informed about core academic instruction as well as strategies to support individual student needs.</p>
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## **SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT**

## **Parent and Family Engagement Policy**

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

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

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

### **Parent and Family Engagement Policy**

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. Wadleigh Secondary School for The Performing and Visual Arts, 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**

Wadleigh Secondary School for The Performing and Visual Arts 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:

- Family Interest Survey -Electronic survey created May 2022 -Collection of updated communication information -Parent concerns and ideals regarding their child's education -Desired parent resources (i.e. learning english, GED courses, family counseling) -Parent engagement preferences (i.e. PTA, fundraising, event chaperone, etc) -Parent communication preferences Increase Parent Communication -Video Newsletter utilizing students as "reporters" -Offering important information in all languages spoken in our community -Parent Communication Corner on the school website featuring a family message archive, community resource folder, event calendar, newsletter archive -Create a family email list -Ensure all families are fully educated about and have access to NYCSA Educational and Workshop Opportunities for Families -Workshops based on survey data -Workshops to assist with DOE processes such as email set up, NYCSA, MySchools, DOE applications, FAFSA, applying for college, etc. -Offering courses on Financial Literacy, Internet Safety, Health and Wellness, Family Communication, Community Safety and other popular topics Community Attendance Awareness -Utilize PTA to create community attendance awareness and support attendance celebrations -Attend Dance -Most Improved Attendance accolades -Creating support systems for families who struggle with attendance -Support for grade wide and school wide attendance competitions -Offering supplements for school events and supplies like prom tickets, yearbooks, senior dues, trip fees, etc to students with strong attendance Wadleigh Pantry -Plan ways to better utilize the Wadleigh Pantry for parent engagement -Spread pantry awareness -Engage more pantry volunteers -Offer wellness events on pantry days Community Culture Centered Engagement -Trips for families to attend live performances/exhibits for the respective art that students are majoring in -Discounted ticket opportunities -Community events calendar -Coupons, discounts, events at local eateries and establishments -Involve parents in volunteering for the shows (i.e. promotion, ticket collection, backstage chaperone, set building, costume care, etc) New Student/Family Outreach -Open House meet and greet (Meet the staff on a more personal level/teacher's fair/teacher talent share) -Create a non-mandatory special PTA seat for incoming 6th and 9th grade families -Calendar of activities -Grade oriented engagement opportunities specifically for new parents -PTA Participation in a back to school night Taste of Wadleigh -Including existing families as well as potential incoming families -Night show/potluck for parents with open house targeting 6th, and 9th grade students' parents -Give current families the opportunity to host a booth in which they can sell craft goods PTA Engagement -Offer student performances after the meeting to provide student artists the opportunity to master performance, incentivize performances, reward students for participation in the PTA and entice more families to attend. -Themed PTA meetings (i.e. Share Your Pet, Baby Photo Night, Raffles, Bring a Friend Night, Recipe Share) -Monthly or Bi-Monthly Coffee Club highlighting and featuring members of Wadleigh staff -Offer PTA meeting translation options to include all families -Unofficial PTA roles for 6th and 9th grade families to boost incoming family interest

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

Wadleigh Secondary School for The Performing and Visual Arts, in compliance with 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; Parent/Guardian Meetings

### **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/log in 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**.

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## **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**.

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### **A. School Information**

District:	03
Borough:	Manhattan
School Number:	415

### **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	Ms. Kodah
Assistant Principal	Ms. Desmangles/Assistant Principal
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Ms. Olsen
School Counselor	Ms. Deliriano
Teacher/Subject Area	Ms. Dominguez/History
Teacher/Subject Area	
Parent	Frances Francisco
Parent Coordinator	Erica Ramos
Related-Service Provider	Linguistica International

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

### **3. Foreign Language/World Language Certified Teachers**

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	0
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### D. Student Demographics

Total number of students at your school (excluding pre-K):	374
Total number of current ELLs at your school:	16
Total percentage (%) of current ELLs at your school:	4.3%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	.8%

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

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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### PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Stand alone ENL is delivered exclusively by the ENL teacher who explicitly instructs the students in the academic language demands that are required for the student to be successful in their core content classes. Students in standalone ENL are grouped homogeneously by proficiency level (entering/emerging) in contiguous grade bands. ELL/MLL students receive core content instruction in English with necessary supports determined by their proficiency level. Home language supports are provided where appropriate.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL is delivered in a co-teaching environment in the students ELA, History, Science, or Math class. Students are grouped in blocks according to their grade. ELL/MLL groupings are heterogeneous with mixed proficiency levels within the integrated class with the certified content teacher and ENL teacher co-planning and facilitating together.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>Not applicable.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The school ensures that the mandated number of instructional minutes are provided by referencing the students' English Language proficiency level as reported in ATS on the RLAT. Entering and emerging students are programmed for 2 units of study per week in Stand Alone ENL and 2 units of study per week in ELA. Transitioning and Expanding students receive 1 unit of study per week in Integrated ENL in a co-teaching environment with the certified ENL teacher planning and facilitating together with the core content teacher, usually ELA when scheduling permits. Other program models include Integrated ENL co taught in History (U.S. or Global), Science, or Math. Commanding students receive .5 unit of study per week of Integrated ENL in a co-teaching environment in a core content class for two years following their test out date.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

## PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>At Wadleigh, 6.3% of our ELL/MLL students are newcomers. Of this ELL/MLL subgroup, 0 are considered SIFE. Services for newcomers differ in that newcomers receive stand alone ENL as well as academic language support in their core content classes, particularly ELA. Developing and long term ELLs do not receive stand alone ENL. Their ENL services are delivered within the integrated co teaching model of their core content classes, usually ELA, History, Math or Science. 4% of our ELL/MLL population are developing ELLs, while 68.8% are considered Long Term ELLs. Long term ELLs receive targeted support in writing, particularly in the explicit instruction of grammatical content in order to improve their reading comprehension and academic writing ability. This instructional strategy is informed by RLAT data, as writing proves to be a modality of need in our Long Term ELL population. Newcomer ELLs receive translated materials in core content classes until this scaffold is no longer needed. Once a Newcomer achieves Developing level, home language supports are lessened.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>68.8% of ELL/MLL students at Wadleigh are long term ELLs. Effective services are differentiated to serve the unique needs of this ELL/MLL subgroup. Most of our long term ELLs struggle with writing; therefore, they receive explicit grammar instruction and targeted interventions as well as the required supports such as layered texts, chunked text, graphic organizers, word banks, sentence frames and sentence starters to support their academic language development. Developing ELLs receive instruction in all modalities of speaking, listening, reading, and writing as a part of Wadleigh's Read, Write, Discuss 5/30/10 lesson plan structure. They also receive explicit grammar instruction to facilitate their acquisition of academic English language.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>.8% of our ELL/MLL population are former ELLs. Former ELLs receive two years of service with an ENL teacher in an integrated co teaching setting for 90 minutes a week, equivalent to .5 units of study in a core content area such as ELA, History, Science, or Math.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Upon examining the results of the 2019 NYSESLAT, the most recent year for which there is data available for most students, what stands out the most is that most of our students are at the Expanding level and the modality that keeps them from reaching the commanding level is writing. 1 ELL scored at the Transitioning level. 14 ELLs scored at the Expanding level. 3 ELLs scored at the Commanding level. All ELLs scored highest in the Speaking modality, while conversely all ELLs scored lowest in the Writing modality. The modalities of greatest need are Writing and Reading. Upon examining the results of the 2021 NYSESLAT, there were scores available for three students. 2 students scored at the Expanding level and both of these students achieved higher Expanding scores than they did in 2019 1 student scored Transitioning when they had previously scored Expanding in 2019.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Student performance on NYSESLAT compared with other state assessments include: 15 ELLs scored a 1 on the Spring 2019 ELA 3-8. This includes 11 Expanding ELLs and 3 Commanding ELLs. 4 ELLs scored a 2 on the Spring 2019 ELA 3-8. This includes 3 Expanding ELLs and 1 Commanding ELL. 12 ELLs scored a 1 on the Spring 2019 Math 3-8. This includes 1 Transitioning ELL, 4 Expanding ELLs and 2 Commanding ELLs. 6 ELLs scored a 2 on the Spring 2019 Math 3-8. This includes 4 Expanding ELLs and 2 Commanding ELLs. 5 ELLs did not pass the 2019 English Regents. This includes 4 Expanding ELLs and 1 Commanding ELL.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Noticeable trends among the at-risk levels of ELLs at our school include the 63.2% Long Term ELL population, the 42.1% over-aged ELLs who have 2 years of high school, yet do not have 20 credits, those who scored a Level 1 on the State ELA Assessment, including those who have scored at a Level 1 or 2 for two consecutive years, as well as the students who scored a Level 1 or 2 in Math for 2 consecutive years. The highest percentage of students have 6 or more at risk factors with 0 students having more than 11 at risk factors.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The largest representation at our school is students with a home language of Spanish. We use our bilingual staff to communicate directly with parents and families. Our bilingual staff included Parent Coordinator Erica Ramos and LOTE teacher Carlotta Tabares, and History Teacher Dilia Dominguez. We have a few French speaking families and Assistant Principal Dulyne Desmangles is available for French interpretation. In the event that a bilingual staff member is unavailable for interpretation, faculty and staff use Linguistica International for over the phone interpretation, conference calls, and video meetings.</p>

<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>The racial and ethnic classification of ELLs at our school are as follows: 7.7% identify as American Indian or Alaskan Native. 46.2% identify as Black. 7.7% identify as Native Hawaiian or Pacific Islander. 23.1% identify as White. Of our NON Hispanic Students: 33.3% identify as Black. 33.3% identify as Native Hawaiian or Pacific Islander. 33.3% identify as White. Key elements of our internally designed curriculum provides multiple entry points for culturally responsive education in that students racial and ethnic demographics are represented in the authors, stories, videos, informational texts, and instructional materials chosen.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Trends reflected in ELL subgroups which include 0 SIFE and 50% ELLs with IEPs are that these students are all also considered Long Term ELLs who have been receiving services for 7 or more years. It is possible that the unique needs of these students make it difficult for them to pass the NYSESLAT, as they have other issues such as cognitive delay and a need for speech therapy that may prove to be an obstacle to their achievement of academic English Language proficiency.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The Instructional Leadership Team considers the MLL/ELL students in the school's instructional design by including the ENL teacher at all ILT meetings, by building strong family ties, and by requiring that all teachers meet the requirement of attending 15% of ELL specific professional learning opportunities. Furthermore, the ENL teachers attends core content departmental meetings and works directly with core content teachers to develop and improve scaffolds and modifications used in the classroom. All core content classes use the Read, Write, Discuss and Single Success Standard instructional model with key vocabulary terms front loaded at the start of the unit and reinforced throughout learning segments.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core content is designed and delivered with the express intention to provide multiple entry points and opportunities for ELL/MLL students to accelerate their academic English language acquisition. Every core content program uses a variety of instructional and digital materials that are chosen with inclusivity, representation, and cultural relevance in mind. All programs employ a diversity of instructional materials including printed texts, visual texts, including pictures, maps, and infographics, videos, and speeches. For example, in ELA students were given copies of Dr. Martin Luther King's "I Have a Dream Speech" to read as well as supplementary materials such as a video of Dr. King delivering the speech with subtitles in English and in student's home language. In History, students were encouraged to identify different perspectives on historical accounts such as the internment of Japanese Americans during WW2. The school year begins with "Unit 0" across all content areas where students are encouraged to participate in courageous conversations surrounding equity and race and explicitly look for representation of diverse populations as well as multiple perspectives in instructional materials. This inclusive curriculum is designed to allow space for students to question existing power structures and become active member of their learning community by advocating for their needs.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Teachers of ELL/MLLs use a variety of instructional strategies to engage students in all modalities. For speaking, teachers use Socratic Seminar and Fishbowl strategies. For reading, teachers use chunked texts, paired reading, Stop and Jot, and read aloud. For writing, teachers use Because, But, So, explicit teaching of English grammar, peer review, and revision cycles. Former ELLs are paired with current ELLs and ELLs with IEPs are given their accommodations and grouped heterogeneously in the classroom. All students have access to Chromebooks and use Google Classroom.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>ELLs with IEP receive services delivered in an integrated classroom setting together with the core content teacher, the ENL teacher, and a SpEd teacher, meaning that these students are in the least restrictive environment as they are learning directly beside their English Only general education peers. Having additional teachers in the classroom allows Wadleigh to provide intensive and one on one interventions and give ELLs with IEPs individual attention. Examples of flexibility for ELLs may include an additional period of academic services or interventions when necessary.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>NYC Performance tasks, Map Growth, New Visions Portal data, and NYSESLAT results are used to guide instructional planning. Data is used to determine areas of need as well as to celebrate areas of growth. We use data to find something noteworthy about each student so that they are never viewed through a deficit lens. Assessments are tied to daily instruction such as the Single Success Standard which reveals which students may need a re-teach or additional exposure to previously taught concepts. Screening assessments such as the Map Growth crossed references against a Lexile Level indicator provide reference points for student performance and may reveal when it may be appropriate to allow ELLs a lower lexile level text in order to access the content of grade level tasks. We also use the data from state wide standardized tests in order to measure achievement across broad domains.</p>
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<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Targeted interventions include after school tutoring, lunch time tutoring, and academic intervention classes (AIS) built into the daily schedules of identified students who are in need of intensive support. Interventions can range from Tier 2, small group such as afterschool or lunch time tutoring to Tier 3 where teachers meet individually with students in intensive academic intervention. Interventions are offered in English language only. Currently, tier 3 academic intervention services are given to students during individualized instruction during lunch and after school. Targeted ELL subgroups are long term ELLs and ELLs that have plateaued at the same language proficiency level for three or more years.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Not applicable</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Wadleigh uses NYC performance tasks as periodic assessments as well as teacher created assessments to determine in which modality students require the most intervention. Formative assessment results align with summative assessment results in that writing is consistently the modality where ELL/MLL students demonstrate the greatest need.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>ELL/MLL students are encourage to bring their knowledge to the classroom. Teachers are encouraged to make connections between the schema and background knowledge that ELL/MLL students bring with them. ELL/MLL students are encouraged to continue developing their home language, as studies prove that there is a positive correlation between home language literacy and second language acquisition. We offer Spanish as LOTE. Most of our ELL/MLL students have a home language of Spanish and are thus assessed regularly in their home language in the context of their LOTE Spanish class.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>NYSESLAT data is used to evaluate the effectiveness of the ENL program and it informs instructional design in the following ways: By leveraging the fact that the Speaking modality is an area of strength for the majority of our ELL/MLL students, every program incorporates a Discussion component that allows ELL/MLL students to stay engaged. ELL/MLL students are encouraged but are not required to read aloud in class due to the fact that they must engage in "code switching" which requires extra processing time and may raise the student's affective filter. When the affective filter is raised, the result is stress in the student and learning shuts down. NYSESLAT results inform instructional design in that students are provided with multiple modes of expression in order to demonstrate understanding and mastery. For example, a student may submit an oral response such as a FlipGrid video for a reading comprehension assignment, allowing the student to demonstrate receptive ability through productive speech in a low to no stress environment.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered by the ENL Coordinator, Ms. Olsen. Ms. Olsen schedules the students to be tested, coordinates proctors and/or proctors the test and arranges a scoring team of disinterested teachers who are not the ENL or ELA teachers of any eligible ELL/MLL students. Students are tested according to their grade band in a single group. Mandated services are continued during testing by rotating proctors so that the ENL teacher is not the sole proctor of the NYSESLAT.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELLs with IEPs receive the same level of instruction as their English Only non IEP peers. Wadleigh does not single out these students and ELL/MLL supports are made available to all students as all students may benefit from ENL supports. Students are encouraged to work cooperatively in heterogeneous groups where their unique skills are highlighted. ELLs with IEPs also receive individualized supports aligned with IEP mandates. The ENL Coordinator works directly and meets regularly with the Special Ed Coordinator to assure that mandated supports are provided.</p>
<p>b. SIFE</p>	<p>We do not currently have any SIFE students. If a SIFE student were to enroll, the pupil recording secretary would inform the ENL Coordinator and the HLIS would be administered. If the HLIS survey revealed that the SIFE student was in need of NYSITELL administration, the assessment would be completed within ten days of enrollment. If the NYSITELL revealed that the SIFE student required language service, the ENL Coordinator would work directly with the programming teacher to ensure that the student was programmed for mandated minutes according to their language proficiency level. In order to make grade level content accessible, modifications, accommodations, and scaffolds would be provided to the SIFE students.</p>
<p>c. Newcomer</p>	<p>Newcomer ELL/MLL students receive stand alone ENL as well as integrated ENL within the ELA classroom setting. Newcomers are permitted to use translanguaging, are provided with translations for as long as they require them. Newcomer ELL/MLL are permitted and encouraged to bring concepts and vocabularies acquired in their home language to the classroom. Teachers are trained to use instructional strategies such as visual supports (ex: Point it) in order to assist the student in making connections between their existing knowledge and their developing English language.</p>
<p>d. Developing</p>	<p>Developing ELL/MLL are educated within the integrated classroom with the ENL teacher working directly with the core content teacher in planning and facilitating lessons. Developing ELLs are given opportunities to formulate questions about themselves, their communities, and society at large in order to make meaningful connections between texts, themselves, and the world.</p>
<p>e. Long Term</p>	<p>Long term ELLs receive additional support in writing in order to improve their ability to make meaning and express their thoughts and ideas through writing. Grammar is explicitly taught with particular attention to sentence structure allowing them to receive intervention in the Complexity of Language and Quality of Language domains. Long term ELL/MLL students are educated within the integrated classroom with the ENL teacher working directly with the core content teacher in planning and facilitating lessons. Developing ELLs are given opportunities to formulate questions about themselves, their communities, and society at large in order to make meaningful connections between texts, themselves, and the world.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs receive .5 units of integrated ENL as well as any qualifying accommodations that school administrators deem appropriate in order to give former ELLs. Former ELL/MLL are educated within the integrated classroom with the ENL teacher working directly with the core content teacher in planning and facilitating lessons. Developing ELLs are given opportunities to formulate questions about themselves, their communities, and society at large in order to make meaningful connections between texts, themselves, and the world.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home language supports are evaluated by the ENL teacher for appropriateness and relevance to the task at hand. The ENL teacher provides professional learning opportunities to the entire staff as well as to individual teachers who demonstrate a need for additional support. ELL/MLL students are encouraged to continue to use their Home Language. School communications are provided in English and in the students home language.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Currently, Spanish as a second language is offered to all students regardless of ELL/MLL status. Our school is preparing ML/ELLs to obtain the New York State Seal of Biliteracy by identifying 11th and 12th multilingual scholars who have already achieved an 80% or higher in their ELA classes or have passed an AP exam, either AP Literature or AP Language, and are motivated to complete the multi modality project based assessments in their home language and in English.</p>

## **21st Century Adult Learning**

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>All staff attend an ELL/MLL specific training led by the ENL coordinator. Best practices, appropriate scaffolds, as well as identifying ELL/MLL students as providing information on how to effectively communicate with multilingual students and families is explicitly taught to all staff members at the beginning of the year. Staff engages in a series of SEL trainings as well as weekly meditation so that they can model SEL for students.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The ENL Coordinator acts as a liaison between teaching staff and partnering organizations that offer ELL specific learning opportunities. Staff wide emails are sent in a timely manner to alert staff to multiple professional learning opportunities throughout the year so that they may register for 15% ELL specific professional learning opportunities. The ENL teacher regularly meets or exceeds the required 50% ELL-specific professional development for ENL /bilingual teachers as per CR Part 154.2 by communicating regularly with our BCO, participating in RBERN PLOs, and registering for CHR-SE ongoing professional development.</p>

## **Strong Family-Community Ties**

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The ENL Coordinator facilitates ELL specific family meetings and makes regular phone calls to keep families engaged and to remain aware of any needs or issues that parents and families may have. Parents have input and are a part of the LAP. In addition to the annual LPT meeting and ENL Family Orientation, parents are also encouraged to participate in the PTA, attend SLT meetings, and receive information about school events via the translated website and weekly newsletter.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Annual individual meeting are conducted in person with the parent or guardian visiting the school at an agreed upon time. If family work schedules do not permit, then individual meetings take place over the phone or video call. NYSESLAT data is shared as well as a comparative analysis of previous year’s scores so that parents are aware of areas of growth as well as areas of need. Linguistica International is used for over the phone interpretation. If the meeting is in person, a bilingual staff member provides interpretation. If there is no bilingual staff member available to translate, the OTP interpreter is dialed and participates via speaker phone.</p>

## **Additional Information**

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>The Language Access Coordinator requests regular reports from our OTP Interpretation service to track usage. Currently, our staff has spent over 20 hours conversing with families in a language other than English according to data provided by Linguistica International</p>
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## **PART VI: ELL IDENTIFICATION ATTESTATION**

### **Identification Plan**

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Newly enrolled students meet with the Pupil Recording Secretary and then are referred to the ENL Coordinator to complete the HLIS if the student is new to the DOE. After administering the HLIS, the student is scheduled for the NYSITELL if it is determined they have a home language other than English. If the student is not new to the DOE but new to the school, they receive a phone call from the ENL coordinator and a date for the individual parent meeting is set up. Current ELL students also receive a phone call at the beginning of the year to welcome them back to school, and set up the individual meeting.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The individuals responsible for identifying ELLs year round are the Pupil Recording Secretary (Ms. Hampton), the ENL Coordinator (Ms. Olsen), and the Programming Teacher (Ms. Lewis). When a new student is enrolled, the first thing we look for is if they are transferring in from a DOE school and if they already have MLL/ELL status. If MLL/ELL status is verified, they are programmed for ENL service according to their most recent NYSESLAT score on the RLAT report in ATS. If a new student is enrolled and is not coming from another DOE school, the pupil recording secretary notifies the ENL Coordinator who administers the HLQ to the family who accompanies the student to the school. Depending on the results of the HLQ, the HLIS may be administered. After HLIS administration, a determination to administer the NYSITELL is made. After NYSITELL administration, the student is identified as an ELL or a Never ELL.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

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

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

# APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

## LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Judy	Olsen	ENL Coordinator	2022	Yes	Judy Olsen

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
Erica	Ramos	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	3	.61	3	.61
English	395	80.61	394	80.41
Spanish	91	18.57	92	18.78
Wolof	1	.2	1	.2

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	2	2

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Data and methodologies used to assess language preference of the parent community include ATS reports RCPL and RADL. Student Blue Cards are regularly reviewed.</p>
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## PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Handbook	Annually	Automated translation with bilingual staff to review and revise. If there is not sufficient staff to review and revise the Parent Handbook, T&I funds for Lingualinx will be used.
Weekly Newsletter and Calendar	Weekly	Automated translation with bilingual staff to review and revise. If there is not sufficient staff to review and revise the Parent Handbook, T&I funds for Lingualinx will be used.
School Website	Semi monthly	Automated translation. Anyone can view the school website in their language of need by clicking on the "TRANSLATE" button on the home page.

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.
Orientation	Annually	Bilingual staff and/or OTP interpretation service such as Linguistica International
Parent Teacher Conferences	Semi Annually	Bilingual staff and/or OTP interpretation service such as Linguistica International
ENL Parent Meeting	Semi Annually	Bilingual staff and/or OTP interpretation service such as Linguistica International
IEP Meetings	Semi Monthly	Bilingual staff and/or OTP interpretation service such as Linguistica International

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 Kinvolve automated messaging system which provides translated text messages direct to parent's cell phones in a timely manner. Email from the school's G Suite domain wadleigharts.org is also used.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Bilingual staff (i.e. Parent Coordinator or guidance counselor) contacts the family directly by phone. If there is not sufficient staff to interpret for a student specific event, then the OTP interpretation service Linguistica International is used.
(C) If a parent has an emergency and needs to contact the school.	Parent who speak a language other than English are given direct lines to bilingual staff and the LAC during orientation.

**PART C: TRAINING STAFF ON POLICIES AND PROCEDURE**

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Turnkey Training
Over-the-Phone Interpretation Desk Aid	Staff email
Language Access Handbook	Staff email
T&I Unit InfoHub Link	Staff email

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	Staff members are made aware that the DOE provides interpretation services through dedicated emails that provide explicit instructions on best practices on how to use the OTPI service and that service is available 24/7. The LAC conducts an annual training for staff at the beginning of the school year.
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>LEP parents are made aware of their right to receive information through the "Get Help in Your Language" signage which is prominently posted on the door of the Parent Coordinator office which is located adjacent to the School Safety Officer desk so that it is highly visible as soon as parents enter and sign in to the building. The "We Speak Your Language" is also visible in the LAC office as well as the SPED Coordinator's office. Additional multilingual signage is posted on the PTA bulletin board located on the ground floor of the building. Bilingual staff serve as interpreters at events such as Orientation. Messaging apps used by the school such as Kinvolve automatically translate into the parent's preferred home language.</p>
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## 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, <b>from Appendix A of Language Access Handbook</b> ). This is separate from the end of year parent survey.	Mechanisms our school will use to gather feedback from LEP parents include a Google Survey administered by the LAC and a phone survey administered by the LAC and the Parent Coordinator.
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.	Our school has set the goal to increase our family engagement as measured by staff use of the OTPI service by at least 10% for the coming school year.

## APPENDIX 4: TITLE I PROGRAM INFORMATION

# TITLE I PROGRAM INFORMATION

## Part 1: Title I Program Type

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

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

**Directions:**

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

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

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Professional Learning for the 2022-2023 school year will focus on developing CHR-SE practices using the lens of student voice. Developing these practices into instruction as well as the overall school culture will support student success in all areas of concentration.</p>
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## Part 5: “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.**

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



Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	0		
Title I, School Improvement 1003(a)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Title IV, Part A	Federal	0		
Tax Levy (Fair Student Funding)	Local	3,611,337	x	consolidate and combine all tax levy funding to support objective specified in the CEP

## Explanation/Background

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

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

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

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

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

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

**Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional

program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

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

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

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

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## APPENDIX 5: COMMUNITY SCHOOLS

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#### Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
WestHab, Inc.	Chronically absent students.	1. Establish a cross functional attendance team to meet weekly. Students who miss five or more days of school during the school year. 2. Increase parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. 3. Create alternate learning plans for students who experience chronic absenteeism due to medical disabilities, Covid-19 and/or illness 4. Reward for students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester	ELO's, Family Empowerment, Student incentives and celebrations. Community Partners and Stakeholders, KidStats

## Implementation of Community School Core Features & Components

<p><b>Collaborative Leadership and Practice:</b> Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>The CBO will support the achievement of Wadleigh's annual goals by collaborating with other CBOs to create a shared leadership that extends beyond the school staff to include, students, families, community stakeholders, community members, local government agencies, and college/university partners. These collaborations will be responsible for assessing school needs, programming and program planning, coordination of services and supports, and systems to maintain good rapport and constructive relationships between school staff and members of the community. These partnerships will also address social-emotional learning and mental health awareness for students, staff, and families.</p>
<p><b>Family and Community Engagement:</b> Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Wadleigh's Community School will welcome and empower families to be leaders within the school community by first identifying the triggers and barriers that keep families from engaging in school activities and offering support for those barriers. The Community School will make certain there is room for parents and families to not only have a voice but be sure all voices and perspectives are welcomed. While parent engagement gets parents in schools informed about student assignments, parent empowerment involves them by creating opportunities to collaborate on school events or partner with teachers. The CBO and Community schools will prioritize parent empowerment, This in turn will help the community to see families as equal partners and key contributors to the school's community, which ultimately helps to create the best possible learning environment for students. Our end goal is to make parents active advocates rather than passive recipients of decisions.</p>

## Expanded Learning Time (ELT)

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

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

## Implementation of Community School Core Features & Components

<p><b>Wellness and Integrated Supports:</b> Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Wadleigh's Community School offers students the following integrated health and wellness programs NY Foundling - Offers on and off-site Social Workers and Clinicians Student, family, and staff counseling Outsourced wellness and mental health resources "Blues Group" - student-led peer group I Have A Purpose - Life Skills classes, Wellness, and health Weekly Advisory Classes Adolescent Prevention Program Student Meditation Courageous Conversations (school-wide) Fetch Pregnancy Prevention Children's Aide Society -Sexual and Emotional health</p>
<p><b>Every Student, Every Day:</b> Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies <a href="#">here</a>.</p>	<p>The CBO partners will work with the Community School to reduce chronic absenteeism by forming community partnerships to support Tier 3 interventions. Formalize local community partnerships to support attendance efforts. Create interventions that include credit recovery, mentorships, and health/mental service providers. Periodically engage parents and families in attendance efforts. The Attendance Team should develop a calendar to strategically engage and educate families (e.g. Summer Bridge, PTCs, etc.) about the importance of attendance. At these events, they should also update student contact information and obtain waivers for staff use of technological tools for outreach (Kinolved, Remind 101, Google Voice). Identify pathways for over-age, under-credited students Use data to identify students who are currently over-age and under-credited. Evaluate alternate opportunities (New Visions, Adult education). Provide counseling, as needed. 60-day benchmark Raise awareness about the causes and effects of and potential solutions to chronic absenteeism, especially among youth and families. Prioritize training for school staff and affiliated community partners to conduct root cause analyses of absenteeism trends among students. Support the development of effective strategies to eliminate chronic absenteeism and use research and evidence-based tools and best practices that work to engage and support student success. Regularly communicate that chronic absenteeism is a problem that affects the whole community, not just those students who are chronically absent and their families. Kidstat Meetings. Use milestones for celebrating student attendance. (Quarterly award ceremonies). The Success Mentors will be available to make contact with chronically absent students and follow up on their weekly progress. They can serve as check-in check-out staff, student mentors, and aid the attendance team with contacting families when necessary.</p>
<p><b>Special Populations:</b> Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Wadleigh's CBOs can be looked at as a source of supplemental strength and support that can help conserve the family's emotional and financial resources. We will partner with our CBO to ensure equity by offering financial support around the purchasing of materials needed for equity groups, professional developments/workshops, and peer groups/courses. The CBO's can offer the Community School the resources and manpower to help families with disabled children, as well as, students in transitional housing. Wifi, communication devices, and laptops are just a few of the devices that are not covered by family insurance, that could possibly be covered by a CBO. Additionally, CBOs conduct research, educate and provide programs such as family counseling, Shelter/Housing guidance (process), translations service, athletic programs, peer counseling, and employment services.</p>

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

## **Submission Assurances**

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
  - As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
  - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
  - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
  - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-