

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	02M507
School Name	Urban Assembly Gateway School for Technology
Principal	Kristina Dvorakovskaya

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

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

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

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

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

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

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

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

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
  - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
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- **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:	The Urban Assembly Gateway School for Technology
District Borough Number (DBN):	02M507
Grades Served:	9-12
School Address:	439 West 49th Street NY NY 10019
Phone Number:	2122461041
Fax:	N/A
School Contact Person:	Kristina Dvorakovskaya
School Contact Person Email Address:	kdvorakovskaya@uagateway.org
Principal:	Kristina Dvorakovskaya

United Federation of Teachers (UFT) Chapter Leader:	Kirk Schneider
Parents' Association President:	Dawna Fennell
SLT Chairperson:	Christopher Salvato
Title I Parent Advisory Council Chairperson (PAC):	Dawna Fennell
Student Representative(s) Middle /High School:	Kenneth Fennell
Student Representative(s) Middle /High School:	Ramfy Perez
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Lindsey Charles

## **District Information**

Geographic District:	2
Superintendent:	Fred Walsh
Superintendent's Office Address:	333 Seventh Ave., Room 725 NY, NY 10001
Superintendent's Email Address:	fwalsh@schools.nyc.gov
Phone Number:	2122461041
Fax:	N/A

## **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
Brian Fitzgerald	Social Emotional Learning Committee	
Chris Salvato, Aqualyn Jones	Equity Collective	
Michael DiMola	ILT	

## **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
Brian Fitzgerald	Social Emotional Learning Committee	
Chris Salvato, Aqualyn Jones	Equity Collective	
Michael DiMola	ILT	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	The mission of the Urban Assembly Gateway School for Technology is to engage our students through inventive problem-solving that integrates technology with the habits of mind that prepare them for college and careers. Our students are prepared as creative and analytical producers of technology with an authoritative understanding of their role and influence in the digital age. Graduates will be innovative thinkers and technicians, able to use and apply cutting edge technology in a variety of fields.
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Develop a narrative summary that includes contextual information about your school's community and its	<p>WHO WE ARE: UAG is a thriving school that has spent the last ten years building, defining and redefining what it means to be excellent in all aspects of our work. We have systemized and concretized best practices however are always seeking to learn and grow to best serve our students and families. UAG has built a strong culture from our inception. We believe that culture building begins from the day a student is accepted. Relationships are the core of everything we do at UAG. Our school is safe in 100% of our spaces and we credit this to the strong focus on culture and community. Our core values are EVERYTHING and are the foundation for staff, student and community culture. They are: -GRIT -REFLECTION - ACCOUNTABILITY -ASPIRATION -COLLABORATION -EMPATHY -SCHOLARSHIP ACADEMICS: We opened our doors in Fall 2011. We are a CTE School and consider ourselves to be a "college plus" school. Not only are our students prepared for college, they are prepared for careers in 3 areas of technology. They all take traditional regents courses and affiliated assessments to be competitive and attractive to colleges, scholarship opportunities and careers. In addition to focusing on technology electives, our students are expected to take four years of both regents or AP aligned courses in mathematics and science to ensure that they are challenged academically. It is the expectation at UAG that all students graduate having experienced at least one AP course to build on college ready skills prior to attending college. Our journey to college readiness has yielded results with an average graduation rate of 90% with an average of 94% of those students attend college. CAREER &amp; TECHNICAL EDUCATION: The "plus" side to our "college plus" model is that our students pursue one of three areas of technology during their studies at Gateway. In their freshman year, they all take an exploratory technology course that exposes them to all three pathways, however maintains a focus on software engineering, to ensure that all students leave UAG proficient in at least one computer language. At the end of the ninth grade, students are able to reflect on their performance and to select their focus for the remaining three years at UAG- Software Engineering, Digital Design and Animation or Information Technology. Students take increasing numbers of these courses in the subsequent years, culminating in industry standard assessments that include: Strata, A+, Network + for Information Technology, AP Computer Science Principles and A for Software Engineering, Adobe Photoshop and Illustrator and/or a Maya Portfolio for Digital Design and Animation. PARTNERSHIPS: Our partners help us to prepare our students for college and career readiness. School partners play active role in enrichment activities and career-related events and internships (GCSA, BBBS, Microsoft, American Museum of Natural History, Yext, NYU Poly, BMCC, AT&amp;T, Iridescent Learning and Deloitte). Partners offer internships, job shadowing, host events and assemblies and mentor our students. Partners also inform our curriculum through our CTE advisory board. COMMUNITY: The Gateway experience starts before the school year ever begins. Staff visits the home of every incoming 9th-grader to begin relationship building. Just as the summer comes to a close, all the incoming 9th graders attend the "Gateaway," an overnight camping trip with staff to make new friends, learn the UAG Core Values and push their limits through various challenges. One of the things that make Gateway unique is the strong sense of tradition. We have many, many community building events, including Thankcake, Amazing Race, Student/Staff Basketball Tournament, Student and Staff Holigates, Skateaway, etc, throughout the school-year for our staff, students, parents, partners and extended community. The events serve to connect the community as a whole and to provide a communicative network that is committed to student success. Our critical responsibility is to protect the community's spirit and energy. Students take charge in many ways at Gateway. They design and print posters and flyers. They lead their own events and conferences. Several students have even spearheaded an activism club to take on leadership roles inside and outside the school community! STAFF DEVELOPMENT (POWER ACADEMY): All teachers at Gateway are developed in the UAG Way of Teaching through conferencing and the Gateway Instructional Guide (GIG). The GIG is a living document that changes from year to year and reflects the best practices in our classrooms. We share common beliefs of how students learn. These beliefs are grounded in our core texts and reading list which include text such as: Mindset- Dweck, The Case Against the Zero- Reeves, Lost at School- Green, Love and Logic- Funk. Professional development is determined by staff needs based on surveys, observations and student data. Our professional development series is known as Power Academy and provides teachers with weekly, targeted instruction. This year's focus is: How can we utilize data to create more equitable</p>
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unique/important characteristics and partnerships:

Include demographic information about your school's student population.

educational experiences for our students? Professional development is also supplemented with special multi-session Power Academy courses known as UAG U. UAG U courses are taught by staff, for staff. They also reflect the needs of the school through observations, data and feedback, but unlike traditional professional development, they are able to dive deeper. Staff development is additionally supported by: -Weekly teachers observations with feedback. -Lowest third observations with feedback -Peer observations with feedback through Teachboost -Instructional rounds, both internal and external -Department meetings where teachers share lesson plans, rubrics and student work using the planning protocol to challenge classroom assumptions and practices -Student Interventions and Restorative Circles are used to deepen staff and student relationships -External PD, to deepen our understanding of content, pedagogy and the social and emotional needs of our students. I.e., Executive Function, Teaching All Learners etc. STUDENT ACADEMICS CORE INFORMATION: Grading policy: The UAG Grading policy was developed to accurately reflect our students' academic performance. 70% Summative Assessments, 20% Formative Assessments, 10% Academic Behaviors and Rules of the Workplace (ABROWS). Goal Oriented Learning and Development (GOLD): We have 3 types of GOLD 1. Preemptive GOLD 2. 11th Hour/Super GOLD and 3. Traditional GOLD Students receive intensive academic support through daily GOLD periods. Both teachers and guidance counselors, who serve as the academic experts of their grades, run GOLD. Students are selected for GOLD daily based on their struggles with daily learning targets. Through GOLD, students do not fall behind at UAG. DATA: We have a yearly average attendance of 92%, above the city's average for attendance. Transitioning back to in person learning will be an adjustment for many and because we know that when students are present they are able to succeed and the transition back to in person learning, we have placed a priority on our attendance for the 2021-22 school year. Academically, prior to the pandemic, our data said that we were performing well across the board on Regents assessments. Our strength specifically has been the humanities regents- ELA and Social Studies. Over the past few years, we have started to focus more on having our students meet college readiness benchmarks as well as getting more students on track for Advanced Regents Diplomas. In the 2020-2022 school years, due to the waivers from the regents we saw an increase in our Advanced Regents Diplomas. Although we have a history of strong academic progress, much of our work is centered on math growth, instruction and achievement, as well as supporting the literacy levels of our students. ENRICHMENT: UAG is not only focused on academics and careers. It also provides students with the space and place to develop and nurture many talents and interests. -Our school offers full after school programs including technology and gaming, sports and fitness, Stoked Skateboarding, art and music programming, the Big Brothers Big Sisters of NYC, and more. -UAG takes advantage of the wealth of opportunities in our neighborhood, including Broadway Shows, Ice- Skating in Central Park, and the UAG Amazing Race! -UAG offers opportunities for college credit acquisition early with College Now starting in 10th Grade, and AP courses in 11th Grade, with new Upward Bound partner Borough of Manhattan CC, Hunter College and Baruch College. - Students begin college tours in 9th grade at NYC campuses including Pratt, Columbia, Fordham, City College of NY, NYU Polytechnic, New York University, Stevens Institute of Technology, John Jay College, Hunter College, and many more. -10th Grade Students visit out-of-state colleges including Princeton, Drexel, University of Pennsylvania, and Villanova. -11th Grade Students receive individual and family counseling to determine best-fit colleges, and strategies for admissions and financial aid success by dedicated College Counselor who is a leader in his field. -UAG offers laptop access in all classes to our students, as well as industry-approved technology sequences culminating in certification and relevant internship experience. -UAG focuses on character education, with six ceremonies per year to celebrate students demonstrating our Core Values: empathy, collaboration, aspiration, reflection, accountability, grit and scholarship. -Recent UAG Enrichment Internship Placements and Experiences include: American Red Cross Certification, Arthur Ashe Health Science Academy, Brooklyn Academy of Music Teen Dance Academy, Center for Anti- Violence Education Self Defense Training, Christodora High School Leadership Program, Coder Dojo, Exploring Program, Harlem RBI, HEAF College Quest, Japan Foundation Nippon Club Japanese Language Camp, Joan Mitchell Portfolio Development Club, JROTC, Kids Creative Apprenticeship Program, Men of Strength, MOTH Story Slam, Opening Act, SEO Scholars, Summer Youth Employment Program, Stoked Mentoring, Heckscher Scholars, YMCA Global Teens Service Trip to South Africa, New York Historical Society Internship Program, NFTE Gen Tech Competition, Triskeles UA Sustainability Internship, Rec Youth Media Academy, FIT Teen Programs

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
Math	Algebra- 9	EngageNY	Teacher Adapted
Math	Geometry- 10	EngageNY	Teacher Adapted
Math	Algebra II- 11	EngageNY	Teacher Adapted
Math	Calculus- 12	Collegeboard	Teacher Adapted
ELA	English 9	Teacher created	Teacher Adapted
ELA	English 10	EngageNY- Regents	Teacher Adapted
ELA	English 11	Teacher created, AP Language & Comp (Collegeboard)	Teacher Adapted
ELA	English 12	Teacher created, AP Literature & Comp (Collegeboard)	Teacher Adapted

# 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 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)
Mental Health supports	100 Referrals via Jupiter 21-22 school year for mental health concerns	Increase in mental health needs post covid and lack of capacity in community to address
Restorative Justice Framework	1900 discipline Referrals via Jupiter 21-22 school year	No onboarding for half the school. Lack of RJ training
Personal attention	Guidance data meetings	Increased need not being able to be met by one person (guidance). No structure for secondary person

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	75	By June, 2023, practices related to Personal Attention & Support will improve 5%, from 75 to 80, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.
Safety & Restorative Approaches to Behavior	78	By July, 2023, practices related to Preventing Bullying will improve 2%, from 78 to 80, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
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.



**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			
In school survey	Positive Responses	75	77	79	90
In school survey	positive response	78	78	79	80
in school survey	positive response	64	64	67	70

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/31/2023	Develop an Advisory Team to meet regularly to build curriculum
08/01/2022	01/31/2023	Meet month with advisors to give feedback
08/01/2022	01/31/2023	Identify structures where advisory can cross over to other areas of the school

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Develop an Advisory Team to meet regularly to build curriculum
02/01/2023	06/30/2023	Meet month with advisors to give feedback
02/01/2023	06/20/2023	Identify structures where advisory can cross over to other areas of the school

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/01/2022	06/03/2023	Family meetings	Advisory Committee
08/02/2022	06/30/2023	share out at PA	PowerTOols

Human Resources	Team of 8 educators
Instructional Resources	Advisory curriculum
Schedule Adjustments	Availability during regents week
Other Resources Needed	PowerTools

# AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

## Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	10	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP), goals, and recommended programs and services by Increase 2, from 10 to 12, as measured by Credit accumulation.
SWD who are also English Language Learners (ELL)	9.7	By August, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve Alignment of IEPs across present level of performance (PLOP), goals, and recommended programs and services by Increase 2, from 9.7 to 11.7, as measured by Credit accumulation.
All Students with Disabilities (SWD)	60	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP completion by Increase 20, from 60% to 80, as measured by SESIS IEP Completion Report.

## Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		75			
Marking Period grades, Jupitergrade data	Grade data	85% passing	80%	82	85
Marking Period grades, Jupitergrade data	Grade data	85% passing	80% passing	82% passing	85% passing
SE SIS Data	SE SIS Data	n/a	n/a		

## 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?)
09/01/2022	01/26/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Meet in grade teams to discuss individual students with IEPs
09/09/2022	01/26/2023	Develop appropriately rigorous standards-aligned annual goals	Meet in grade teams to discuss individual students with IEPs
09/01/2022	01/26/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Review IEPs in Special Education meetings
09/01/2022	01/26/2023	Ensure that programs and services mandated on each student's IEP are delivered	Review programs in Special Education meetings
09/01/2022	01/26/2023	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]	Review IEPs in Special Education meetings
09/01/2022	01/26/2023	Conduct IEP meetings within specified compliance dates	Review IEP calendar in Special Education meetings
09/01/2020	01/26/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Meet in grade teams to discuss individual student needs for evaluations

#### **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)
08/13/2022	10/31/2023	Introductory calls to families	NA
09/13/2022	06/15/2023	Case conferencing with parents of students with IEPs	NA

Human Resources	Special Education Staff plus multiple paras will be hired
Instructional Resources	Utilize coteaching models.
Schedule Adjustments	Power academy time flexibility
Other Resources Needed	PD for paraprofessionals

## **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)

**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	95	By August, 2023, Graduation Rate for All Students will Increase 2%, from 95 to 97, as measured by the graduation rate.
Students with Disabilities	95	By August, 2023, Graduation Rate for Students with Disabilities will Increase 1%, from 95 to 96, as measured by the graduation rate.
Black	95	By August, 2023, Graduation Rate for Black will Increase 2%, from 95 to 97, as measured by the graduation rate.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Passing Rates	Passing rates in required courses	70	75	80	90
Passing Rates	Passing rates in required courses	65	65	75	85
Passing Rates	Passing rates in required courses	90	70	80	90

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/06/2021	Initial Graduation Outlook meeting with Student Support team. Senior year meetings with students and parents
08/01/2022	01/26/2021	Second Graduation Outlook meeting with Student Support team. Midyear Senior year meetings with students and parents.
01/20/2023	01/29/2021	Targeted 11th Hour Midyear GOLD

**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?)
02/01/2021	02/10/2021	Third Graduation Outlook meeting with Student Support team.
02/01/2021	02/10/2021	Adjust schedules
02/01/2021	06/26/2021	Run targeted 11th Hour GOLD

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2021	06/15/2022	Weekly parent progress reports	
09/13/2021	06/15/2022	Text messages with updates	

Human Resources	Support staff, Guidance
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	Data specialist to support with data

**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)

**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	168.92	By August, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 10, from 168.92 to 178.92, as measured by CCCR Index.
Students with Disabilities	128.57	By August, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities will Increase 10, from 128.57 to 138.57, as measured by CCCR Index.
Black	163.64	By August, 2023, College, Career & Civic Readiness (CCCR) for Black will Increase 10, from 163.64 to 173.64, as measured by CCCR Index.

**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			
Passing Rates	Passing rates in CCCR courses	70%	70	75	80
Passing Rates	Passing rates in CCCR courses	60%	60%	75	70
Passing rates	Passing rates in CCCR courses	75%	75	77	80

**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?)
08/15/2022		Review course programming. Ensure students are being provided and programmed for CCCR Courses
10/01/2022	10/15/2022	Grades review. Identify students struggling in first MP.
10/18/2022	10/29/2022	Targeted 11th Hour GOLD

**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	06/21/2023	Targeted Data review
02/01/2023	06/01/2023	Targeted GOLD
02/01/2023	06/01/2023	Parent meetings

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/27/2022	06/20/2023	Family Meetings throughout the year	
09/06/2022	06/15/2023	College workshops	

Human Resources	Increase the number of Senior Seminar classes
Instructional Resources	College Knowledge curriculum into Senior Seminar
Schedule Adjustments	More sections of Senior Seminar
Other Resources Needed	Curriculum

## 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)
Tier 2- GOLD	Weekly Jupiter Data	Small Group Teacher intervention	Small group	During School	No
Tier 3- 11th Hour GOLD	End of MP Data	Small Group Guidance intervention	Small Group	After School	No
Tier 2- Peer tutoring	Daily	Peer support	one to one	During School	No
Tier 2- Saturday Academy	Marking Period Data	Extended day	tutoring	Weekend	No

### Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2- Circles	Teacher Recommendation	Small Group	Small Group	During the day	No
Tier 2- Guidance support	Jupiter Data	Small Group	Small Group	During the day	No
Tier 3- Counseling	Referral	Counseling	Individual	During the day	No

## 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>	32
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Describe the services you are planning to provide to the STH population.	Individual Counseling, group counseling, backpacks filled with school supplies, school hoodies, pajamas, winter clothing. Gift cards for clothes, school supplies, books, winter coats.
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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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

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

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

### Parental Involvement and School Quality

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

### Encouraging School-Level Parental Involvement

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

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

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

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

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

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

#### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

#### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

#### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

#### II. Parent/Guardian Responsibilities

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

#### III. Student Responsibilities

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

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

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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:	2
Borough:	Manhattan
School Number:	02M507

### 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	Kristina Dvorakovskaya
Assistant Principal	Corinth Hunter
Coach	NA
Coach	NA
English as a New Language (ENL)/Bilingual Teacher	Mina Leazer
School Counselor	Karla Joseph
Teacher/Subject Area	Diana Mora
Teacher/Subject Area	Jose De la cruz
Parent	Brenda Parra
Parent Coordinator	Viviana Diaz
Related-Service Provider	Lindsey Charles

## **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]:	1
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### D. Student Demographics

Total number of students at your school (excluding pre-K):	451
Total number of current ELLs at your school:	37
Total percentage (%) of current ELLs at your school:	8%
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0

### 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	none	none	na	0	0	0	0	0	0	0	0	0					0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 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>Beginning in the 2015-16 school year, ELLs were required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction. We have had huge success with this model and continue to use it. The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades 9 to 12, at the entering and emerging levels, integrated ENL with ELA is provided; at the transitioning and expanding levels, the integrated ENL is with any content area that best meets the need of the student. UAG has determined that the integrated ENL best fits the need of our students who range from Emerging to Expanding. Students are accordingly placed in an integrated ENL class of ELA, Reading Class, Global History or US History. The ENL teacher also teaches a section of an English advisory in order to meet the required instruction for emerging students. There is a stand-alone reading advisory for all ENL students and in-session extra help periods. Because we have such a small population of ELLs and FELLs, students are programmed based on their needs. The ENL teacher's schedule is created around them.</p>
<p>Integrated English as New Language (ENL)</p>	<p>There are co-taught classes with one English language content teacher and one ENL teacher.</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>Once enrollment for the school year is established, the ENL teacher creates a collaborative team teaching schedule by manual programming a teacher schedule which aligns with each ELLs mandated minutes. Schedules are shifted accordingly to ensure students receive their mandated minutes. The ENL teacher works in conjunction with the programming team to ensure that each student is serviced by an ENL professional within the required minutes of his/her proficiency level. This changes from year to year, but generally, an Expanding student receives one class of ENL stand alone instruction along with one class of ELA. In our current schedule this means that an Expanding ELL student receives 225 total minutes of ENL instruction and 225 total minutes of ELA instruction a week. In the same manner, our Emerging ELL students see an ESL teacher at least two times a day, and an ELA teacher at least once per day. In our current model, an Emerging ELL receives 450 total minutes of stand alone and integrated ENL per week. If we were to have Entering ELLs at our school we would be able to service them in the current model due to the excess of mandated minutes of service we are able to provide.</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/AN/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>0.04% Newcomers 0% SIFE Because of our small to non-existent population of these numbers, we are able to craft a program for each newcomer/SIFE who is enrolled. Our SIFE students receive additional support from the social work/guidance team to ensure that they are receiving the additional socio-emotional support which often occurs in SIFE situations.</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>56% Long-term ELLs also receive targeted guidance and social work intervention to address other areas of academic need in addition to the stand-alone and integrated ENL services they receive.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>0.01% F-ELLs Our school continues to provide at least 90 minutes of targeted instruction or integrated ENL for our F-ELL student</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>Our students typically score higher on the speaking modality than any of the other modalities. Listening comes second, reading third, and writing last. This shows that our ELLs need continued literacy support and ample opportunities to read and write, though their expressive language might suggest otherwise.</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>Our students generally perform higher on Math assessments, but struggle with literacy heavy assessments such as the ELA and history Regents. We continue to give thorough bilingual support as needed on state assessments as allowed.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>At-risk ELLs continue to struggle without targeted support. Additionally, students who suffer from poor attendance continue to be at high-risk to be unable to graduate and may need alternative programs to do so.</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 majority of our home language representation is overwhelmingly Spanish. To that end, we have a bilingual parent coordinator who conducts all meetings in bilingual translation and is in a unique position to call home and maintain relationships with parents of ELLs who are Spanish-speaking only. Additionally, the staff makes use of the DOE Translation and Interpretation services as well as Google Translate and staff members who speak languages other than English.</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>Our ELL population is predominantly Latinx/Hispanic and Eastern European. To that end, our school takes into special consideration linguistic and cultural representation in curriculum and school events. Teachers work to make sure lessons and literature used in teaching are culturally-sensitive and ethnically representative. Additionally, the staff receives some implicit bias training to be made aware of how to incorporate our ELLs and our generally ethnically-diverse school population into the planning and delivery of instruction.</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>In our ELLs with IEPs, we are finding that they continue to struggle with state assessments and need continued support throughout their four years. Rather than passing the NYSESLAT with a progressive traditional trajectory, our ELLs with IEPs continue to struggle with reading and writing. They continue to receive support in these areas from both an ENL teacher and a Special Education teacher, but they may need some more targeting skills work that is not always possible in an integrated setting.</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>MLs/ELLs are incorporated into the school's instructional design particularly by the ENL and Special Education staff who create scaffolds for learning to ensure that the curriculum is accessible to all. Particular attention is paid to representation, language accessibility, and use of native language where applicable.</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>All instruction is delivered in English, however, staff ensure that language accommodations are made across the board for all ML/ELLs as needed, particularly if they are given those accommodations on state exams. Extra time and bilingual documents are made so that students receive educational material that is on par with the NGS and the curriculum as delivered in English. Additionally, students are encouraged to use their native languages to craft responses if and when possible to encourage L1 proficiency.</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>Google translate, Staff support</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>Our advisory and extra-help programming are scheduled into the academic day so that students can receive more targeted skills-based learning from the ENL teacher. Working in tandem with content teachers, the ENL teacher is aware of key standards and goals in core and non-core classes, and uses both of these periods daily as targeted skills-based learning to ensure students are meeting standards. Outside of these periods, students are integrated into the regular curriculum in every way.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We make use of the Degrees of Reading Power Assessment three-times annually to assess reading levels in skills as trends show that our ELLs consistently struggle with the reading/writing modality. For incoming students, we make use of 8th grade ELA assessments to assign ELLs to targeted stand-alone programming such as reading advisory and our in-school extra-help sessions.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Reading Advisory: Grade 9: English - this is a targeted literacy intervention that focuses on reading and decoding skills to prepare students to engage with English language content. GOLD: Grades 9-12: English - this is a targeted in-school extra help program where ELLs can meet with their ENL and content teacher for extra academic support.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</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>We use the Degrees of Reading Power assessment three times yearly in grades 9-11 for formative assessments. We also rely on a six marking period system with formative and summative assessments to track the progress of our ELLs.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We provide all home language accommodations that are allowed by state mandates on all state and national exams, such as the SAT or the AP exams.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We use the NYSESLAT and teacher-created assessment tools to evaluate the success of our stand-alone and integrated ENL program.</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 teacher and scored by members of the English department. ELLs are excused from classes to take the exams, but receive extra time to make up missing assignments due to the missed instruction.</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 - Scaffolded content is made to make all content accessible.</p>
<p>b. SIFE</p>	<p>SIFE - Social work/guidance teams give support in addition to ENL support to ensure holistic approach</p>
<p>c. Newcomer</p>	<p>Newcomer - ENL teacher works with content teacher to agree on leveled content to make content accessible while meeting content standards</p>
<p>d. Developing</p>	<p>Developing - Students receive the above support with individualized program review to make instructional material accessible.</p>
<p>e. Long Term</p>	<p>Long Term - Collaborative team-teaching with content and ENL teacher to ensure adequate support is given.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs up to two years after exiting ELL status - Students continue to receive mandated support as well as the same type of ELL supports they had when they were ELLs.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home language support is delivered on an as-needed basis. Student choice is the most important in this domain. If and when students ask for home language support, we provide it. If students are unable to communicate this, we make a decision to do this as an instructional team.</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>Spanish and AP Spanish. ELLs are encouraged to take these courses to achieve the New York State Seal of Biliteracy. We are working on a comprehensive senior portfolio program to ensure students have the chance to receive this. Native Speakers are encouraged to take the AP Spanish Course to ensure they are challenged appropriately</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>The professional development (PD) plan for all ELL personnel at the school happens every day from 10:45-11:30amm during what we call "Power Academy." This is a teacher-led, administrator-facilitated PD time where staff are able to communicate their PD needs and receive support through a planned PD. At multiple points during the year, the ENL teacher runs a specific PD related to the specific needs of our ELLs. The first of these trainings involves introducing all personnel to the ELLs at UAG, and various strategies that can be used to support them. Subsequent trainings include specific data from our ELLs' performance on assessments and in classes. The staff then comes together to come up with a specific action plan for each student. Relevant parties at these PDs include the school secretary, parent coordinator, assistant principal,, and guidance counselors from all four grade levels. The ENL teacher is encouraged to attend any trainings offered through the Office of ELLs, the network Urban Assembly office, or the UFT to support the implementation of the Common Core Learning Standards. Many of these trainings are about long-term ELL literacy supports, guiding independent activities, Collaborative Strategic Reading, Question Formulation Technique. These offer different ways to enable content teachers to elicit responses from ELLs so as to generate language through multiple means.</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>In order to support the staff to assist ELLs transitioning from middle to high school, grade team meetings are held throughout the year to report on the progress of our 9th grade class with particular attention to our ELLs. Ninth grade teachers and advisors are given information about ELLs and their families as well as their past performance and/or accommodations in middle school. We will even focus on specific struggling students and come up with an action plan that all ninth grade teachers will implement in order to facilitate a struggling ELL's transition into high school.??????? Over the summer and throughout the year, teachers are sent to outside PDs, many facilitated by the DOE, around instructional strategies to serve ELLs. There is also an advisory program in which all ELLs participate. This is a smaller group of about fifteen students that meets every other day with the specific goal of meeting their affective needs as well as to provide a forum where they can ask questions, receive extra help, and hone skills that they will need in all of their high school classes. All UAG teachers have access to the 15% of hours of ELL training, or the 50% of hours of ELL training for ENL teachers, by combining in-house and external PDs. Within UAG, we provide up to 4 hours of in-house training which deals with the specific needs of our ELLs. The ENL teacher attends two to three trainings a year and can either turnkey these trainings or invite content teachers to participate in them as well. All teachers keep records of their ELL-specific training hours for tracking purposes. These hours can be met through Urban Assembly network PDs, UFT workshops and other relevant trainings. Specific activities for these PDs often include instruction in how to scaffold complex reading and writing projects, cultural sensitivity training, eliciting questions, using collaborative reading, teacher- specific questions and PDs, to name a few.</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>Through the School Leadership Team and student council, we try to develop programs that are inclusive of all parents and families at our school. We host an annual potluck where families are encouraged to bring foods that are representative of their culture, and we host a cultural fashion show to showcase our diverse heritage. Family meetings are held separately in both English and Spanish to encourage ML/ELL family involvement and voice. Recordings are then posted online and can be translated using online features</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>The ENL teacher coordinates these meetings with the parent coordinator through letters, e-mails, and phone calls, and when possible, in-person meetings.</p>

## **Additional Information**

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

### **Identification Plan**

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Throughout the summer before the start of the school year, our entire staff visits the homes of all of our students, including our ELLs. If parents and students are unavailable for a home visit, we will invite them to our school to ensure that all parents and students have contact with a member of the UAG staff before the school year. This also ensures the dissemination of important material as well as a chance for the families to learn about the culture of UAG. This year we are holding home visits virtually. Holding these home visits virtually allows us to utilize the translation hotline as well as more flexibility to ensure staff that speak the native language of the student can hold the virtual home visit with the ENL teacher. In addition to the home visits, all our family orientations and family meetings are held on Zoom. We record them and then post them to youtube so subtitles can be provided in dozens of language. One special orientation we offer is called "The Gateway." All incoming freshmen and transfer students are invited to this overnight retreat held in upstate New York. Staff and students participate in team-building and community-building activities. For new enrollees throughout the school year, we offer a modified "Gateway" in New York City so that all students have an opportunity to learn about the culture, life and work at UAG. This also gives the ELLs an opportunity to see the staff in more of a support role as relationship-building is encouraged during these events. Again, this year we will not be able to have our Gateway in the normal fashion. We are currently trying to rec The school counselor, Ms. Karla Joseph, the parent coordinator, Ms. Vivianna Diaz, the principal, Kristina Dvorakovskaya, and the ENL teacher, Mina Leazer, to help facilitate these activities.</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>Our parent coordinator, school secretary, guidance team, and ENL teacher are part of our identification team. When a new student is enrolled in another language than English is listed as the home language, the ENL teacher is invited to do an informal interview with the student. If and when that student is deemed as a potential ELL, and a home language other than English is noted, the school secretary enters the home language in ATS and arrangements are made to administer the NYSITELL after both parent and students are informed.</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
Mina	Leazer	ENL Teacher	2020	Yes	Mina Leazer

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
Viviana	Diaz	Parent Coordinator

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Afrikaan	1			
Bengali	1			
Chinese	14			
Cantonese	0			
Japanese	1			
Mandarin	0			
Albanian				
English				
Polish				
Russian				
Slovak				
Spanish				
Urdu				

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		
Russian		

<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>The Urban Assembly Gateway School for Technology uses the Home Language Aggregation Report (RHLA) in ATS to gather demographic information about the students' home language. We also include the Parents Preferred Language Form in the orientation packet to ensure parents receive correspondence from the school in their preferred language. The Parent Coordinator and ENL teacher then work together to ensure all documents are provided in the necessary language. Additionally, during our Home Visits, we identify preferred language for each family.</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.
Text Messages	Daily	Kinvolved automatically translates text messages to parents in their language
Jupiter Messages	Weekly	Jupiter automatically translates text messages to parents in their language
Misc School Documents	As needed	Staff translates letters
Newsletter	Monthly	"High School Years" provides translated version

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.
PTC	4 times a year	Using online translation services and the Translation hotline. We use student volunteers if needed. Students wear buttons that indicate the language they speak fluently. When parents walk in, they are asked if they need a student to circulate with them and provide translation.
Core Values	6 times a year	Using online translation services and the Translation hotline. We use student volunteers if needed. Students wear buttons that indicate the language they speak fluently. When parents walk in, they are asked if they need a student to circulate with them and provide translation. Parents are provided with headsets to hear translation. Staff and student volunteers speak into the headsets to provide translation
Parent Nights	1 time a month	Using online translation services and the Translation hotline. We use student volunteers if needed. Students wear buttons that indicate the language they speak fluently. When parents walk in, they are asked if they need a student to circulate with them and provide translation. Parents are provided with headsets to hear translation. Staff and student volunteers speak into the headsets to provide translation
Special Events	As needed	Using online translation services and the Translation hotline. We use student volunteers if needed. Students wear buttons that indicate the language they speak fluently. When parents walk in, they are asked if they need a student to circulate with them and provide translation. Parents are provided with headsets to hear translation. Staff and student volunteers speak into the headsets to provide translation
Virtual Events	1 time a month	We hold a separate event for all our virtual events in Spanish. For the other events, we video tape and post on Youtube with translation subtitles.

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..)	DOE FREE OVER-THE-PHONE INTERPRETATION SERVICE and staff who speak other languages. Google translate, if needed. Kinvolved (texting) and Jupiter automatically translates all messages.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	DOE FREE OVER-THE-PHONE INTERPRETATION SERVICE and staff who speak other languages. Google translate, if needed. Kinvolved (texting) and Jupiter automatically translates all messages.
(C) If a parent has an emergency and needs to contact the school.	DOE FREE OVER-THE-PHONE INTERPRETATION SERVICE and staff who speak other languages. Google translate, if needed. Kinvolved (texting) and Jupiter automatically translates all messages.



## 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, staff email
Over-the-Phone Interpretation Desk Aid	turnkey training, staff email
Language Access Handbook	turnkey training, staff email
T&I Unit InfoHub Link	turnkey training, staff email

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).

The Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements. This personnel will turnkey training to the rest of staff during PD.

## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)
- Messaging phone applications
- Parent's Guide to Language Access
- NYC Public School Guidebook

We will use the RHLA report in ATS or the Home Language Identification Survey for each student that is in our school to determine the home language for the parent correspondences. We will also record the responses of the Parents Preferred Language Form in our Jupiter system and record these changes in ATS. The Parent Coordinator and the ENL teacher will tabulate the responses and record the languages with each student, and then according to the translation and interpretation needs, we will follow the above procedures for all written and spoken translations. In addition, we will inform parents of their rights and responsibilities by sending home the Bill of Parent Rights and Responsibilities. We will post the translated sign that states the availability of translation and interpretation services, and we will direct parents to the Office of English Language Learners website for additional resources. Our use of Jupiter, School Messenger and Kinvo also ensure that communication is translated regularly. By updating the language in the systems, the translation will occur automatically

## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Our parents receive surveys (in their preferred language) home in the Spring about the quality of their interaction with the school. Additionally, parents may call the school throughout the year to give us feedback regarding our services. This year we are digitizing the survey.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Some of our Spanish speaking parents indicated that they which we help meetings in their native language. As a result we have held several meetings in Spanish. The feedback was overwhelmingly positive. Next year we hope to incorporate other languages as well.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

### PART A: SCHOOL INFORMATION

Name of school:	Urban Assembly Gateway School for Technology
DBN:	02M507
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

### PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	30
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	The direct instruction supplemental program will be for 30 minutes at the end of the school day after last period-called GOLD. Goal Oriented Learning Development
Rationale	GOLD will run on a rotational basis, where each day the student would receive direct instruction to support learning in a specific content area. For example, on Mondays the ELL support will be in Math, on Tuesdays in Social Studies, etc.
Subgroups and grade levels of students to be served	Students across all grades will be served
Schedule and duration	Monday- Friday 2:40-3:10
Language of instruction	Spanish and English
Number and types of certified teachers	at any given time, it will be an ENL certified teacher with the content teacher
Types of materials	Teacher developed
Include any additional details here:	None
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,9,10,11,12

## PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> <li>rationale</li> <li>teachers to receive training</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> </ul>	Our professional development plan is integrated into the school day during common planning time- student lunch.
Rationale	Professional development will take place in team structures as we believe the best outcomes come from collaboration
Teachers to receive training	Content teachers and ENL teacher
Schedule and duration	Mon-Fri 11:30-12:15
Topics to be covered	Supporting ENLs
Name of provider	Instructional Leadership Team
Include any additional details here:	None

## PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <ul style="list-style-type: none"> <li>rationale</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> <li>how parents will be notified of these activities</li> </ul>	Our parent workshops will be held monthly with the support of our parent coordinator and will all be recorded and posted to our Youtube channel
Rationale	We will post recordings of our workshops, so parents can translate to any other language as needed
Schedule and duration	Once a month. Second Tuesday of the month
Topics to be covered	College access, translation programs, internship opportunities, graduation outlook, school updates
Name of provider	Staff & Open Door
How parents will be notified of these activities	Via Jupiter, Kinolved, phone calls, backpack mailing, postcards
Include any additional details here:	None

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	8,182	per session for workshops and training
Purchased services -High quality staff and curriculum development contracts.	2000	Individuals to lead workshops
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	2000	misc supplies and access
Educational Software (Object Code 199)	1000	as needed
Travel	0	
Other	0	
TOTAL	\$12,182	

Allocation Amount (\$):	\$12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

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

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

#### Directions:

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

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

<p><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>All teachers at Gateway are trained in the UAG Way of teaching through conferencing, coaching and the Gateway Instructional Guide (GIG). The GIG is a living document that changes from year to year and reflects the best practices in our classrooms. We share common beliefs of how students learn. These beliefs are grounded in our core texts and reading list. This list includes texts as; Mindset, Dweck, The Case Against the Zero, Reeves, Lost as School, Green and Love and Logic, Funk. Professional Development is determined by staff need based on survey, observations and student data. In the fall semester, professional development is conducted by administration, and focuses on our instructional shifts and CEP goals. During the spring, staff who present on their best practices, growth, development and learning conducts PD. Staff members are polled in the beginning of the year to assess interest, strength, areas of focus and gaps. From there the professional development calendar is created an aligned with our school-wide instructional foci. Staff development is supported by: Weekly teachers observations with feedback Lowest third observations with feedback Peer observations with feedback through Teachboost In Department meetings, teachers share lesson plans, rubrics and student work using the tuning protocol to challenge classroom assumptions and practices Interventions are used to deepen staff and student relationships External PD is sought to deepen our understanding of content, pedagogy and the social and emotional needs of our students. I.e., Executive Function, Teaching All Learners etc. New teachers and paraprofessionals received separate sessions to support their professional growth.</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			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

## Explanation/Background

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

resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

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

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

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## 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.