

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	01M515
School Name	Lower East Side Preparatory High School
Principal	Rene Anaya

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 5: COMMUNITY SCHOOLS
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Lower East Side Preparatory High School
District Borough Number (DBN):	01M515
Grades Served:	9-12 Transfer High School
School Address:	145 Stanton Street, Manhattan, NY 10002
Phone Number:	(212) 505-6366
Fax:	(212) 260-0813
School Contact Person:	Rene Anaya
School Contact Person Email Address:	RAnaya@schools.nyc.gov
Principal:	Rene Anaya

United Federation of Teachers (UFT) Chapter Leader:	Eric Grossmann
Parents' Association President:	TBD
SLT Chairperson:	Marta Ralston
Title I Parent Advisory Council Chairperson (PAC):	Yan Zhong Jiang
Student Representative(s) Middle /High School:	Meng, Shi Jie
Student Representative(s) Middle /High School:	Wu Feng, Willy
Community Based Organization (CBO) Representative:	Alexandra Sanchez
School-Based Students in Temporary Housing (STH) Liaison:	Kayla Hoglund

District Information

Geographic District:	01
Superintendent:	John Sullivan
Superintendent's Office Address:	198 Forsyth Street, New York, New York 10002
Superintendent's Email Address:	JSulliv3@schools.nyc.gov
Phone Number:	(646) 654-1261
Fax:	(646) 654-1742

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Rene Anaya	Principal or Designee*		
Eric Grossmann	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Elsy Nieves	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Bobby Chen	District Council 37 (DC 37) Representative (staff), if applicable		
Chen, Meifen	Title I Parent Advisory Council Chairperson (or alternate)		
Meng, Shi Jie	Student Representative (Required for middle and high schools)		
Wu Feng, Willy	Student Representative (Required for middle and high schools)		
Alexandra Sanchez	CBO Representative, if applicable		
Marta Ralston	Member/ Teacher		
Adriana Garcia	Member/ Teacher		
Cuy Cojon, Matilda	Member/ Parent		
Yan Zhong Jiang	Member/ Parent		
Yang, Wei Hong	Member/ Parent		
Li, Shaohua	Member/ Parent		
Martinez, Blanca	Member/ Parent		
Ventura, Victoria	Member/ Parent		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Richard Ciriello	Instructional Coach/ Teachers	
Alexandra Sanchez	Director/ CAMBA	
Salena Feit	Special Education Teacher	
Leslie Jirsa	Peer Coach/ Teachers	
Kayla Hogle	Assistant Principal	
Chee Jiang Yee	Programmer/ Data	

Stakeholder Participation

Background

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

Steps

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

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

Meeting Dates

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

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
January 12, 2021	X				
February 9, 2021	X	X			
March 19, 2021		X			
April 20, 2021		X			
May 11, 2021			X		
June 8, 2021			X		
August , 31, 2021				X	
September 28, 2021				X	X
July 29, 2021				X	
October 19, 2021					X
November 10, 2021	X				X
December 14, 2021	X				X
January 11, 2022	X	X			
February 15, 2022			X		
March 16, 2022				X	X
April 12, 2022	X				X
May 17, 2022	X	X			
June 7, 2022			X		

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd
Rene Anaya	Principal	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
AnaLiese Robinson	Teacher	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	09/28
Elsy Nieves	Parent	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Bobby Chen	Dc-37	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Meifen Chen	Parent	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Shi Jie Meng	Student	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Willy Wu Feng	Student	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Marta Ralston	Teacher	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Adriana Garcia	Teacher	01/12	02/09	03/19	04/20	05/11	06/08	X	X	09/28	10/19
Samantha Pritchard	Assistant Principal	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
Kayla Hoglund	Assistant Principal	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
Richard Ciriello	Instructional Coach	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
Leslie Jirsa	Peer Coach	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
Eric Grossmann	UFT Chapter Chair	X	X	X	X	X	X	07/29	08/31	09/28	10/19
Alexandra Sanchez	CBO Director	01/12	02/09	03/19	04/20	05/11	06/08	07/29	08/31	09/28	10/19
Salena Feit	Special Education	01/12	02/09	02/09	04/20	05/11	06/08	07/29	07/29	07/29	07/29

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Targeted Support and Improvement (TSI)
--------------------------------------	--

Provide your school's mission statement:	Lower East Side Preparatory High School boasts a safe, supportive, and technology-rich environment that motivates all students to succeed. With a renowned ENL/Transitional Bilingual program in Spanish and Chinese, and a variety of enrichment, AP, Regents Prep, and Extended Day courses, LESP sends more than 80% of their graduates to college. We provide structure and support to those who are over-aged and under-credited and help students get a new start, whether from around the world or around the block.
--	---

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Our student population is comprised of: Asian: 43% Black: 12% Hispanic or Latinx: 42% Native American: 0% Native Hawaiian/Pacific Islander: 0% White: 2% English language learners: 69% Students with disabilities: 10% Overage/under-credited: 67% Male: 60% Female: 40% Over the past ten years our Hispanic Population has grown. We have had to hire more bilingual Spanish speaking staff to support this growth. Teachers have had to make adjustments to their curriculum and pedagogy in order to address the needs of the Hispanic community , now almost half of our entire population. We have hired Spanish Speaking teachers to each department. We have hired 2 Spanish speaking Educational Paraprofessionals; We have hired a Spanish Speaking School Social Worker and a Spanish speaking Guidance Counselor. Our partnership with CAMBA, Learning to Work program, has included the hiring of several Student Advocates who speak Spanish. Our Parent Coordinator, who is graduate of LESP, speaks Spanish and Cantonese. In addition, we have hired a Spanish Speaking Restorative Dean.</p>
---	--

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9-10	Edgenuity; Edmentum Courseware;	Google Classroom
ELA	11-12	Edgenuity; Edmentum Courseware;	Google Classroom
Math	9-10	Edgenuity; Edmentum Courseware;	Google Classroom
Math	11-12	Edgenuity; Edmentum Courseware;	Google Classroom

<p>Summarize key strengths that contributed to the achievement of the previous year's annual goals.</p>	<p>Our key strengths are embodied in the Transfer School Pillars: Pillar I: Target High Needs Populations: We were caught short by a special education teacher leaving and hiring a new special education teacher. This year we have invested in having four Special Education Teachers and one f-status Pillar II: Conduct Student-Centered Admissions : We could no longer support a Bridges program and develop a Special Education program simultaneously. We found that over time our Bridges students tended to drop out and graduate over time, but our Students with Disabilities showed some level of growth and academic success Pillar III: Provide Unique Instructional Supports Pillar IV: Individualized Student Support Services (SEL): Spanish speaking Guidance counselor providing mandated counseling, as well as targeted counseling for Spanish Speaking students. Our Spanish Speaking Social Worker Pillar V: Provide Tailored Post-Secondary and College/Career Readiness Preparation: We have hired a Spanish speaking College Counselor and a Spanish Speaking CDOS director who are targeting Spanish Speaking students regarding career research and the advantages of seeking a post secondary degree</p>
---	--

<p>Identify significant challenges or obstacles that may have negatively impacted the achievement of the previous year's annual goals.</p>	<p>Our most significant challenge was helping students recover from the impact of the pandemic while addressing inequities such as learning loss. Measuring student achievement became an ongoing obstacle due to inconsistencies with daily student attendance which contributed invariably to increases in chronic absenteeism. When NYSED canceled the January 2022 Regents Exams as a result of widespread increases in COVID-19 infections, we lost yet another opportunity to measure student progress. The need for academic, social and emotional, and mental health supports remains something more than a short-term challenge. We have also noticed a decline in the progress of Students with Disabilities. This year we provided Professional Programs to support SWD's. Teachers looked at IEP's, conducted inter-visitations and learned about various supportive strategies for students in order to better serve SWD's.</p>
--	--

<p>The Equity Self-Reflection is designed to support schools as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion:</p> <p>Describe how the <i>Equity Self-Reflection</i> informed the development of the plan.</p>	<p>We used the Equity Self-Reflection document to identify our areas of strength and areas for development around issues of equity. As an intentionally small, supportive learning environment serving many high needs students, our model creates a welcoming and affirming environment in partnership with our community-based organization. Our school-wide celebrations, afterschool clubs, sports, internship and Learn-to-work programs, and small classes provide opportunities for all students to engage with supportive adults and one another. We prioritize social-emotional learning through advisory and/or restorative justice practices. As a school, we will continue to build on the district-wide work of reviewing and revising curricula to be more culturally responsive and to integrate culturally responsive teaching practices. With district support, we developed one culturally responsive academic unit this year, which we will use as a model for our ongoing work to ensure that our curriculum is inclusive and affirming. This work impacts all areas of our comprehensive education plan with the greatest emphasis on curricular improvements in ELA and efforts to accelerate College, Career, and Civic Readiness.</p>
---	---

<p>Student Interviews are essential to fully understand what this past year has meant for students by providing opportunities for students to share their experiences and their hopes for school moving forward. To make sure that the student experience is at the center of the Comprehensive Education Plan:</p> <p>Describe how <i>Student Interviews</i> informed the development of the plan</p>	<p>Over the past year, we interviewed between 10-20 students on a quarterly basis. Students were always provided interview questions in advance and were given no more than 10 questions during each interview session. Interviews took place on October 29, 2021, January 28, 2022, April 29, 2022, and July 20, 2022. Our student advocate counselors facilitated in-person interviews on an individual basis. In instances where students were unavailable, we emailed interview questions to students using Google Forms. As a transfer high school, we primarily serve students who are 16 years and older and these students are considered “at risk” or “most-at-risk.” All of our students are over-age and under-credited and many are currently or formerly identified as chronically absent which is representative of our entire student body. To further inform social-emotional needs, we used a Devereux Student Strengths Assessment (DESSA) social-emotional screener to ask students about various aspects of their social-emotional wellbeing. The information collected through the screener is used to inform the implementation of a multi-tiered system of social-emotional support. The screener is also used to identify individual students who may require additional support. Based on our findings we adjusted our Supportive Environment Framework (SEF) goals, targets, activities, and timelines. We surveyed students to get an idea of the types clubs they would like to participate in. During this fall 2022 we are offering 31 clubs based on student interest. We will survey again for the spring to see if they want to continue in their current clubs or find new clubs.</p>
---	---

Evidence-Based Intervention

All Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must implement at least one evidence-based intervention as part of its CEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>. Schools may choose **one of three options** for identifying their evidence-based intervention:

- **Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Only enter responses for the questions below which correspond to the option selected by your school.

Select an Option:	,State-Supported Evidence Based Strategy
-------------------	--

State-Supported Evidence Based Strategy

Provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy	Response
Strategy Identified	Professional Learning Communities
CEP Goal(s) this strategy will support	ELA; Math; Chronic Absenteeism; Graduation Rate; School Survey Goal; College, Career and Civic Readiness

Clearinghouse-Identified

Provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy	Response
Strategy Identified	N/A
CEP Goal(s) this strategy will support	N/A

<p>Clearinghouse used and corresponding rating</p> <p>For the three dropdowns below, select a response from one dropdown menu only for the clearinghouse used, select N/A for the others.</p> <p>What Works Clearinghouse</p>	N/A
---	-----

Social Programs That Work	N/A
---------------------------	-----

Blueprints for Healthy Youth Development	N/A
--	-----

School-Identified

Complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy	Response
Strategy Identified	N/A
CEP Goal(s) this strategy will support	N/A
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	N/A

School Accountability Data

Subgroup	SCHOOL ACCOUNTABILITY STATUS	Accountability Status for Subgroup in 19-20 school year	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
Hispanic	TSI	Targeted Support and Improvement	1	1	1	3	1	1	3

Transfer School Data Tables and Pillar Alignment

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

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

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

Year	Total Enrollment	Enrollment: Students entering transfer HS Most-at-risk Over-age/Under-credited	Enrollment: Students entering transfer HS Over-age/Under-credited, but not Most-at-risk	Enrollment: Students entering transfer HS not Over-age/Under-credited
2018-19	543	249	105	189
2019-20	531	266	91	174
2020-21	486	282	67	137
2021-22	464	269	45	194

Year	Average Credit Accumulation Students Beginning Year with 0.00 - 11.00 Credits	Average Credit Accumulation Students Beginning with 11.01 - 22.00 Credits	Average Credit Accumulation Students Beginning with 22.01 - 33.00 Credits	Average Credit Accumulation Students Beginning with 33.01 - 38.00 Credits
2018-19	6.63	10.04	10.74	10.28
2019-20	6.43	8.25	10.57	10.49
2020-21	5.13	6.18	8.24	8.11
2021-22	9.40	9.24	8.21	9.85

Year	Number of Students in Transfer HS Graduation Cohort	Number of Students in Transfer HS Graduation Cohort Graduated	Number of Students in Transfer HS Graduation Cohort Dropped Out	Number of Students in Transfer HS Graduation Cohort Still Enrolled or Earned Non-Graduation Credential
2018-19	257	154	93	10
2019-20	246	152	77	17
2020-21	247	138	91	14
2021-22	285	160	109	8

Transfer School Pillar Rating and Pillar Alignment Rationale

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

Pillar 1: Target High Needs Populations	4
---	---

Pillar 1 Rationale or Strategies/Interventions:	<ul style="list-style-type: none"> • The Spanish Speaking population at our school has almost doubled in 4 years. We accepted these students without conditions to support their socio-emotional and instructional needs. We built programs to support their social and academic growth. These programs include hiring Spanish speaking Social Worker Interns, Learning to Work (CAMBA) with Spanish speaking advocates, and one Spanish speaking Social Worker. We have hired bilingual Spanish speaking content area teachers for each Core Department. • Our school conducts rolling admissions, and is designed to take in students throughout the year. Through our Learning to Work partnership with CAMBA, Advocate Counselors recruit new students throughout the five boroughs. The Advocate Counselors and LESP staff attend community events and high school transfer fairs, creating alliances with immigrant-related CBOs (Grand Street Settlement, Henry Street Settlement, NY Immigration Coalition, Counseling in Schools, The Door, Charles B Wang Community Health Center, University Settlement), and host guidance counselor tours. • To ensure accessibility, our website is translatable, and Advocate Counselors (who speak at least another language) connect with families through the home language during these events.
---	---

Pillar 2: Conduct Student-Centered Admissions	5
---	---

Pillar 2 Rationale or Strategies/Interventions:	<ul style="list-style-type: none"> • At LESP, the student drives our admissions process. When families come in, the CAMBA LTW Director or Parent Coordinator greets them, and they are directed to fill out the pre-registration form on an iPad. This information is reviewed by the Advocate Counselors who conducts the interview with the student and their families. They determine whether the student is a good fit for LESP, meeting our minimum requirements (16 years old, 10 credits, 2 passed Regents or completed 8th grade in another country), and what their motivation is to attend our school. • An in-depth questioning session, assessing their previous and current school situation, identifying their academic or socio-emotional supports, students' strengths as viewed by themselves and their families, and post-graduation plans help give us a picture of their needs and desires to tailor their experience at LESP. Students and families are then given a tour of the school, and with guidance from Guidance Counselors and the Administration, their potential academic timeline and diplomas are shared. Ultimately, the decision to attend LESP lies with the family. • If students or families are not interested in the program we offer, they are given resources for alternate transfer schools and programs. We also help make appointments at those places. • For incoming students, all admissions Interviews are conducted in their home language. Students are given a tour of the school in their home language. We are able to assess each student's academic strengths and weaknesses. Our interview questions are deliberately designed to assess student's interests as well. We want to identify as much information about the students, so we can serve them accurately.
---	--

Pillar 3: Provide Unique Instructional Supports	5
---	---

Pillar 3 Rationale or Strategies/Interventions:	<ul style="list-style-type: none"> • Assessment is at the center of everything we do. We assess students' academic abilities and language skills as part of our intake process. Students are given placement exams for math using an in-house assessment, English speaking, reading, writing, and listening; if they are new immigrants, they are assessed through the NYSITELL. New immigrants are also assessed for their native language literacy levels, especially in Chinese and Spanish. Non-immigrant students are given an essay prompt. These results, along with a guidance counselor interview determine which courses they will take in their individualized programs, tailored to meet both their current level of progress and academic goals to graduation. • Academic Advisory: In 2016, we accepted 16 Spanish-speaking ENL students from George Washington High School. All of these students arrived having earned at least 6 English credits, but tested into significantly lower ENL levels at our school. In response, we instituted an academic advisory class both to assess and support academic and socio-emotional needs. Since that time, we have expanded the number of advisory classes to 3 sections, all taught by bilingual teachers. • Expansion of Spanish Bilingual Special Educations Services: We recently hired a Spanish bilingual special education teacher who is also certified in ENL. The number of Hispanic students who have either arrived to us with an IEP or have been identified and evaluated for an initial IEP has tripled. Additionally, two Spanish bilingual ENL teachers and one math teacher are pursuing Special Ed extensions to their licenses. • Bridges Curriculum: In response to the growing number of Spanish speaking students who have arrived to us with interrupted formal education and insufficient academic literacy in their home language, we have adopted the Bridges Program. Currently four ENL teachers and our Instructional Coach have been trained to implement this curriculum. We have an integrated ELA, ENL, and HLA class with fifteen students.
---	--

Pillar 4: Individualized Student Support Services	4
---	---

Pillar 4 Rationale or Strategies/Interventions:	<ul style="list-style-type: none"> • At LESP, we provide students with support and guidance through three houses that are comprised of tiered support persons - one guidance counselor, two LTW CAMBA Youth Advocates, 1-2 social work interns, 1 social worker, 1 college counselor, and teachers who facilitate student advisory programs. Creating our three support houses allowed us to lower our ratio of counselors to students to an average of 30:1. This allows all of our Spanish speaking students to have Spanish speaking primary persons as well as a team of professionals to support their success through individual and/or group counseling, attendance monitoring, monthly home visits, weekly parent engagement, paid internships through our Learning to Work program, college and career preparation through push in advisory classes, crisis intervention for students in need, and community referrals. • We recently hired a Spanish Speaking Mental Health Counselor with grant from Counseling in Schools. LMHC provides individual and group counseling for Spanish speaking students. Hired SIFI Certified School Social Worker who brought on one Spanish speaking Social Work Intern in order to support additional students. All of our Spanish speaking students are served with individual and/or group counseling. • Our School Social Worker serves Spanish speaking students with individual and/or group counseling. • Our school was granted with the Learning to Work Program where we partnered with CAMBA. Out of a staff of five initial hires, four out of the five of staff were Spanish speaking. The fifth hire was a Chinese speaking youth advocate. With this increase in capacity, over 100 Spanish speaking students were served with individual and/or group counseling, advocate 1:1 attendance meeting, home visits, and more. This support has greatly reduced OORs reports for any kind of mental health concern. • In addition to the support outlined above, this year we're piloting classes of advisory to support our students through community building and other social emotional learning opportunities inside of the classroom. One of these advisories is particularly for Spanish speaking students so they are able to communicate in their home language about their interests, strengths, barriers, and opportunities for growth among peers with the support of an instructor who also speaks their language.
---	--

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

<p>Pillar 5 Rationale or Strategies/Interventions:</p>	<ul style="list-style-type: none"> • We believe that all of our students need individualized post-secondary and college/career plans that are aligned to their interests and strengths. Our college counselors and our Work based Learning Coordinator will push into our advisory classes. During these weekly push-ins, college counselors and WBL coordinator will provide students with workshops on college and career readiness that are aligned to the CDOS standards. Such workshops will begin with students using ONET profile assessments, allowing students to reflect on their interests and the careers that are aligned to them. College counselors build upon these assessments and provide actionable information about the college process and different pathways for students to continue their education as it aligns to student interest. * Community Service Program- Students with skills in particular subject areas working as tutors and translators in lower-level classrooms. They provide support to teachers and students. • As previously stated, the curriculum will allow students to connect to the world of work, allowing students to conduct informational interviews with adults from various fields of study as well as career industries based on their interests. For this school year, we are planning to max out our student budget to have 80 students participate in paid internships experiences through our Learning to Work program with CAMBA. This will allow students to take what they are learning in their advisories and experience it in a real world context. • Outside of advisory, LESP partners with NYU College Advising Core, Grand Street Settlement, and Creative Connections so our five college counselors are able to implement an after school College Exploration class, support students in small groups in order to research colleges and universities as well as areas of study, work together to complete college applications and financial application forms, host one College and one Career fair, and bring students on average 20 college trips per year (3 of which are overnight experiences). Lastly, college counselors partner with our Parent Coordinator to provide workshops like “An Overview of the College Process” and Financial Aid workshops for parents.
--	--

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

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

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

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

AREA OF CONCENTRATION HIGH SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Student proficiency rates for the Hispanic subgroup have been decreasing over the past two years. They need help in learning academic literacy skills.	The NYS School Report Cards (2019 and 2018) show that the ELA proficiency level of Hispanic students has decreased from 65% in 17-18 to 54% in 18-19.	As a transfer school, we enroll students who have dropped out of high school or have fallen behind on credits. Re-engaging our students presents challenges for all our students but particularly with the Hispanic subgroup whose enrollment has increased by 26%, moving from 149 in 17-18 to 188 in 18-19. In ELA, many students enter our school lacking skills in Advanced Literacies in Academic Contexts.
Students need targeted intervention and support to reconcile NX courses.	50% of Latino earned credit for ELA courses. Half of our Latino/Hispanic population received an NX for their ELA courses.	Latino/ Hispanic students had an average attendance rate of 42%. This may have been as a result of choosing employment over academics.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Hispanic	87	By August, 2023, the Hispanic pass rate on the English Regents Exam (Common Core) will increase 2%, from 60% to 62% as measured by NYS ELA Exam Results.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated.

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		August 2022			
Course-specific ELA assessments	% of Hispanic students passing	60%	67%	68%	69%

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?)
08/30/2022	01/31/2023	Professional learning communities (SED EBS) will be developed where teachers meet weekly to integrate the NYS Learning Standards in English Language Arts (ELA) classes. Meetings will focus on prioritizing key standards based on itemized analysis of past ELA Regents Exams. Professional development will be determined based on identified needs from PLCs (professional learning communities).
09/09/2022	01/31/2023	Teachers will review common units of study in ELA and plan lessons for the spring term during professional learning community sessions. ELA lessons will prioritize specific skills where students underperformed during January 2020 English Regents administration. Teachers will add to this identified skillset based on classroom experiences with all students with special attention to SWDs and ELLs.
08/30/2022	01/31/2023	School leaders in collaboration with District (Borough/Citywide Office) will provide English teachers with PD that has been identified as needed skill together with the principal and ILT.
09/09/2022	01/31/2023	Teachers in PLCs and across classrooms will emphasize critical thinking skills such as requiring students to develop arguments and counterclaims and cite sufficient supporting textual evidence to justify their position on an issue when making a claim or defending an argument. School leaders will observe classroom teachers to ensure transference of key PD skills.
09/13/2022	01/31/2023	English teachers will collaborate with ENL teachers and use a common lesson plan template based on the Sheltered Instruction Observation Protocol (SIOP) models to include language objectives in lessons to ensure that ELLs receive opportunities to engage in content-area literacy. Integrated Co-Teaching (ICT) and English as a New Language (ENL) teacher teams meet to plan lessons based on the needs of students to ensure multiple entry points, scaffolding, and differentiation using the SIOP model. School leaders will review lesson plans and plans will be archived on Google Docs for ongoing revision in PLCs.
09/13/2022	01/31/2023	To foster higher levels of classroom discussion, all teachers will display identified prompts in their classrooms that encourage accountable talk and the use of academic vocabulary to make students' thinking visible. School leaders will observe classroom teachers to ensure that class discussions make use of accountable talk stems. Students will take the "Lead Higher Survey" to assess student perspectives on implementation. Teachers will discuss prioritized instructional practices with parents during October parent-teacher conferences.
09/13/2022	01/31/2023	English Language Arts/ELL vertical grade teams will use the Atlas protocol to analyze work samples from struggling students to determine the supports that could be planned across subjects, such as having the student highlight key words in a passage and chunking parts of texts to assist with reading comprehension. Additional supports will be provided for identified students, before school, after school, and in the remote learning environment.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	PLCs plan for differentiated classroom instruction to meet the individual academic needs of students and to increase student engagement
02/01/2023	06/27/2023	Teachers will continue to review common units of study in ELA and plan lessons for the spring term during professional learning community sessions. ELA lessons will prioritize specific skills where students underperformed during previous English Regents. Teachers will add to this identified skillset based on classroom experiences with all students with special attention to SWDs and ELLs.
02/01/2023	03/01/2023	In ENL English classes, students will be assigned to tiered groups based on their language progression and provided with English, Chinese and Spanish materials. Instructional supports such as graphic organizers, sentence frames and bilingual resources will afford students the opportunity to engage in collaborative group discussions, including students with disabilities, ELLs, and struggling students.
02/01/2023	05/31/2023	ELA PLC will assess if the strategies they used in the unit and lesson planning were successful to address the learning gaps in the fall of 2021. If the strategies carried positive results teachers will continue the practice. If the practice was not impactful, teachers will try new strategies to teach chosen academic component skills and competencies going forward.
02/01/2023	06/15/2023	ENL/English teachers will emphasize the teaching of annotation strategies to identify textual evidence that will result in strong arguments for persuasive essays. This practice will be shared in interdisciplinary teams and this skill will be prioritized across social studies and science classes as well. Teacher teams will archive lessons on annotation strategies in Google Docs.
05/07/2023	06/18/2023	The Saturday Program will also be implemented during this time period (approximately 6-12 weeks). Regents Preparation Courses in English Language Arts will be offered after school and during Saturday Academy. These Courses will specifically target Latino and Hispanic Students.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/27/2023	Provide incentives to students who participate and make progress toward passing grades in English	CAMBA/ LTW

Human Resources	Teachers for Saturday Regents Preparation
Instructional Resources	Scholastic, Pearson, Edmentum
Schedule Adjustments	Time provided during Saturday Academy
Other Resources Needed	N/A

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
We need to improve our average scores on the Algebra Regents Exam. Students need help in understanding academic vocabulary in math.	Proficiency rates on the Algebra I Regents Exam (Common Core) have decreased by 18 percentage points from 2017-18 to 2018-19. Over the same time period, average scores decreased by 1 percentage point, moving from 68 to 67.	A disproportionate influx of both ELLs and SWDs has impacted our proficiency rates on math Regents exams. This has also elevated the need for targeted instructional supports across classrooms and grade levels. In math, many students enter our school lacking skills in understanding academic vocabulary.
Latino Hispanic students would benefit from Course work offered in Spanish.	32% of all students passed Algebra 1 of 3; 54% passed Algebra 2 of 3; 60% of students passed Algebra 3 of 3.	The percentage of students passing Algebra 1 of 1 is 32% because the subject matter is not being taught in their language; also Latino students choosing work over academic study.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Hispanic	89	By August 2023, Hispanics will Increase their pass rate on the Algebra I (Common Core) Exam by 2%, from 60 to 62, as measured by NYS Algebra Exam Results.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key

performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)
		May 2020			
Course-specific Math assessments (Algebra only)	% passing Hispanic students	37.9%	42%	45%	51%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/24/2023	Math teachers in professional learning communities (SED EBS) use a common lesson plan template based on the Sheltered Instruction Observation Protocol (SIOP) model to include language objectives in lessons to ensure that ELLs receive opportunities to engage in mathematical content.
08/30/2022	01/24/2023	The Guidance Department will identify students that need to take the Math Regents exams. Students who are not performing at grade level are given an additional Math support lab course. Additional supports include peer tutoring and lunch time tutoring with a certified math teacher
09/09/2022	01/24/2023	Teachers will review common units of study in math and plan lessons for the spring term during professional learning community sessions. Lessons will prioritize specific skills where students underperformed during January 2020 Regents administration. Teachers will add to this identified skillset based on classroom experiences with all students with special attention to SWDs and ELLs.
09/09/2022	01/21/2023	Math teachers will focus in the unit and lesson planning in the learning gaps that have been identified in the baseline assessments. They will take into consideration the students' needs of understanding math academic vocabulary, and how to address this need in instruction going forward.
09/09/2022	01/31/2023	School leaders in collaboration with District (Borough/Citywide Office) will provide Math teachers with PD that has been identified as needed skill together with the principal and ILT.
09/13/2022	01/28/2023	School leaders and faculty will provide students with scaffolds and supports so that they can actively engage in math inquiry and discussion with their peers. Math will include graphic organizers, calculators, and bilingual resources. For example, our algebra class will provide students with English - Chinese student materials where students will have the option of responding to teacher prompts in either language.
12/03/2022	01/22/2023	The Saturday Program will also be implemented during this time period (approximately 6-12 weeks). Regents Preparation Courses in Algebra I will be offered after school and during Saturday Academy. These Courses will specifically target Latino and Hispanic Students.

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	02/18/2023	School leaders will work with the guidance department to review student transcripts to determine which students have passed the math regents exams based on the January Regents administration period. Guidance counselors will ensure that identified students are enrolled in math credit recovery courses as needed.
02/01/2023	06/24/2023	PLCs develop multi-modal lessons inclusive of scaffolded instruction and enrichment activities to address a wide range of student abilities.
01/31/2023	06/14/2023	Teachers will review common units of study in math and plan lessons for the spring term during professional learning community sessions. Lessons will prioritize specific skills where students underperformed during previous Regents. Teachers will add to this identified skillset based on classroom experiences with all students with special attention to SWDs and ELLs.
02/01/2023	06/15/2023	Math teachers will assess if the strategies they used in the unit and lesson planning to address the learning gaps in the fall of 2020. They will also assess as a PLC if the strategies they used to teach students to learn math academic vocabulary were impactful. If the strategies carried positive results teachers will continue the practice. If the practice was not useful, teachers will try new strategies to teach math vocabulary going forward.
02/01/2023	06/15/2023	Bilingual and monolingual teachers from the math department will determine priority standards to focus on for the spring semester. The SIOP model will be adjusted based on input from school leaders to include supports that continue to address the needs of ELLs and SWDs.
02/01/2023	06/10/2023	Certified math teachers will lead lunch and afterschool programs that cover Regents prep and AP Calculus prep. AP students take the AP Exam in May and other identified students take the Algebra or Geometry Regents in June.
05/07/2023	06/12/2023	The Saturday Program will also be implemented during this time period (approximately 6-12 weeks). Regents Preparation Courses in Algebra I will be offered after school and during Saturday Academy. These Courses will specifically target Latino and Hispanic Students.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/24/2022	06/24/2023	Provide food and incentives for Saturday Programs.	CAMBA / LTW

Human Resources	Instructional Peer Coach and Peer Coach
Instructional Resources	Strategies to make modifications to class lessons and activities to support all students
Schedule Adjustments	Longer class periods that meet less often to provide students with time and space
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Continue to foster a trusting community	2018-19 NYC School Survey Results (Baseline 68%)	A majority of the students are English Language Learners. They may not be able to express to some teachers that they are upset. It is our goal to have someone that speaks a student's language that they feel comfortable expressing their feelings to.
Provide supportive environment for our Latino/ Hispanic students.	Latino attendance stands at 39% Year to Date June 25, 2021.	We have hired a Spanish language Restorative Justice Coordinator, A Spanish Speaking School Social Worker, a Spanish speaking math/ Science teacher. We believe students need to see themselves in our staff and we are building a Latino/Hispanic staff to support their needs and build community.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	68%	By June 2023, there will be a 5% increase in positive responses, from 68% to 73%, of students who agree or strongly agree that, in most or all of their classes, their teachers support them when they are upset. (Q3e)

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)
		May 2021			
Internal Survey	% of students who believe teachers support them when they are upset	68%	68%	70%	74%

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?)
08/30/2022	01/31/2023	Create Pupil Personnel Teams (PPT) that operate under each of three guidance counselors. Each guidance counselor with an equal number of students. Operating under each counselor will be a college counselor, two to three Advocate Counselors from CAMBA/ LTW. Each advocate counselor will have 50-75 students to support. Each PPT Team will be overseen by the Bilingual Spanish School Social Worker. The School Social Worker will help to identify tier 2 and tier 3 students, including Latino/ Hispanics, requiring additional social emotional supports.
08/30/2022	10/29/2022	Students will be assigned to Academic Advisories/ Homerooms to provide students with a support structure in the school with a primary adult connection. Academic Advisories will build Social Emotional Learning and supportive relationships for all students including the Latino/ Hispanics.
09/13/2022	01/31/2023	Each PPT Team will meet weekly with the School Social Worker to identify struggling students. Professional Learning will be offered to engage teachers in developing Social Emotional Learning Protocols.
10/15/2022	01/31/2023	PPT will Review Student report cards and focus on students who are struggling to identify resources and programs to support them. There will be weekly follow up with each PPT about the students in tiers two and three.
09/10/2022	01/31/2023	Coordinator of Student Activities will host several programs to encourage Community Building and stress relieving activities including afterschool programs and a Student Talent Show.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Coordinator of Student Activities will host several programs to encourage Community Building and stress relieving activities including afterschool programs and a Student Talent Show.
02/01/2023	06/27/2023	Each PPT Team will meet weekly with the School Social Worker to identify struggling students. Professional Learning will be offered to engage teachers in developing Social Emotional Learning Activities.
02/01/2023	05/31/2023	PPT will meet weekly to identify students who failed January Regents Examinations, as well as students who failed 1-2 classes, and 3 or more classes. These students will be set up with regular counseling and offered remedial and enrichment courses.
02/01/2023	06/17/2023	Teachers will conduct inter-visitations focused Social Emotional strategies to build relationships with students on a continuing basis, utilizing skills developed through professional learning provided by the instructional coach in cooperation with the School Social Worker.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	social emotional supports	CAMBA / LTW

Human Resources	Three Guidance Counselors, Student Advocates, Restorative Justice Coordinator, School Social Worker
Instructional Resources	Professional Development based on Restorative Practices
Schedule Adjustments	Community Building Activities, Homeroom/ Advisory
Other Resources Needed	CAMBA/ LTW Social Worker, LTW Student Advocates

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
We need to improve Latino/ Hispanic daily attendance	Chronic absenteeism for Latino/ Hispanic Students is at 71.4%. (School Quality Report 19-20)	As we interview students about why they are absent from school, many are choosing work over school because of financial hardship within their families.
We need to improve Latino Hispanic academic engagement	The current attendance rate for Latino YTD is 39% (New Visions Portal)32% of all students passed Algebra 1 of 3; 54% passed Algebra 2 of 3; 60% of students passed Algebra 3 of 3.	Students continue to choose work over school as a result of financial and health related issues affecting their families.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Hispanic	71.4	By June 2023, our chronic absenteeism rate among Hispanic students will be improve to 54.4% as measured by ATS attendance.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)
		October 2022			
YTD Attendance Rate for Hispanic Students from Insight	YTD Attendance (Hispanic)	76%	76%	77%	78%

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?)
08/30/2022	09/09/2022	School leaders will identify staff to serve as members of the attendance team and develop protocols and expectations for this committee. Sample expectations will include the use of pilot program and Kinvo to communicate with parents, which automatically translates any emails sent through the platform. To get parents signed up, we will send home translated directions. All attendance letters, guidance requests are sent in the students' home language including Spanish.
09/15/2022	10/31/2022	Support teams led by guidance counselors will review current attendance data to identify attendance initiatives for the school year based on a tiered approach. This tiered approach will categorize students by their levels of attendance while also concurrently focus on providing academic and socio-emotional growth. Caseloads will be established for all guidance counselors who will participate in weekly attendance outreach team meetings. We will designate staff who speak the students' home languages including Spanish to better support lines of communication.
09/09/2022	01/31/2023	Attendance committee will work with leadership and staff to promote attendance monthly. Our PPT team will meet weekly to identify students with low attendance and share this information with our attendance teacher who is Spanish speaking.
09/29/2022	01/15/2023	The parent coordinator will ensure that a newsletter is sent home on a monthly basis. The Parent Coordinator speaks Spanish and Chinese. Her language ability should be another avenue of communication between the school and parents. This letter will provide an overview of school activities and engagement efforts. Attendance incentives will be detailed in the newsletter as well including trips and gift certificates.
11/10/2022	11/12/2022	Staff will communicate with data to parents during the Parent-Teacher Meetings 1. The days student has been absent from the class 2. The days student has been late from the class If the parent does not come to the meeting, the data will be sent to home with the academic progress information. Teacher meetings are supported by staff who speak Spanish and Chinese.
10/15/2022	03/30/2023	Identify students to participate in paid internships through our Learning to Work program. Students who are at-risk for course failure and have attendance rates below 50% will be given a chance to increase their attendance and passing rates. If they improve their attendance, and pass their coursework, they can continue participating in the internships.

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	06/15/2023	Students who have attendance below 50% at the end of the first semester will develop academic contracts with their Guidance Counselor. Student progress will be measured weekly by the PPT.
03/16/2023	03/18/2023	Staff will communicate with data to parents during the Parent-Teacher Meetings 1. The days student has been absent from the class 2. The days student has been late from the class If the parent does not come to the meeting, the data will be sent to home with the academic progress information.
02/08/2023	05/31/2023	Students progress will be reviewed during PPT meetings for the first and second marking period during the Spring Semester. Additional SEL and Academic supports.
02/01/2023	06/15/2023	Attendance committee will work with leadership and staff to promote attendance monthly.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/17/2023	Provision of gift cards as needed	CAMBA / LTW
10/01/2021	11/30/2022	Providing paid internships	CAMBA / LTW

Human Resources	Attendance Teacher / Central Provided
Instructional Resources	Provide Socio-emotional activities to build community and support
Schedule Adjustments	Provide common planning time for counselors and teachers to meet regarding students
Other Resources Needed	School Guidance Counselors, School Social Worker, Restorative Dean, Learning to Work Advocates, Learning to Work Social Worker

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students are entering our school illiterate in their home language.	We currently have 40 students with IEP's and a growing number of students	Students with learning disabilities were not identified in their previous country. We are offering ENL Bridges Programs to support SIFE students and identify students in need of Special Education Services.

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)	86.8	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve percentage of students fully receiving their program recommendations by Increase 2, from 86.8% to 88.8%, as measured by IEP Provision of Services report.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		August 2023			
IEP Provisions of Services report	percent of recommendations linked to STARS	88%	88%	89%	90%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/30/2022	02/11/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	SWD students are programmed for classes and student support services as per the
11/02/2022	05/07/2023	Develop appropriately rigorous standards-aligned annual goals	Review student outcomes from previous term. Develop standards that support student growth with student, parent and teachers.
09/16/2022	06/15/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Craft IEP's that give each teacher a roadmap to supporting each student's needs. Professional Development will provide strategies for differentiation and modifying course work, activities and assignments for SWD's.
09/09/2022	06/15/2023	Ensure that programs and services mandated on each student's IEP are delivered	Maintain contact with service providers and develop a calendar of services for each SWD student.
09/15/2022	05/15/2023	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]	Explore various post secondary options with SWD students. Make efforts to have students participate in CDOS programs, Learning to Work Programs and College planning workshops.
09/16/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Schedule iep meetings for the year on a calendar. Give notification for all parties involved to attend the meeting.
09/16/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Review student outcomes in terms of credits earned and level of achievement. Identify students who may exhibit the need for a referral.

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)
09/24/2022	06/24/2023	Provide incentives such as movie tickets, gift cards.	CAMBA/ LTW
09/24/2022	05/15/2023	Provide Opportunities for Paid Internships based on student achievement	CAMBA/ LTW

Human Resources	Four teachers with Special Education Certification
Instructional Resources	Professional Development provides teachers with strategies for station work, scaffolding and student choice.
Schedule Adjustments	Provide longer classes that meet less often to provide opportunities to both expand time on task and provide students space and time between classes.
Other Resources Needed	Guidance Counselors, Learning to Work Advocates

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)
The school needs to develop additional strategies to support latinx students who are designated as SIFE and have not been identified as Students with Disabilities.	The 2018–19 School Performance Dashboard shows the school’s HST Grad Rate has increased by 5 percentage points from 17-18 to 18-19, moving from 55% to 60%. The HST grad rate (6-year) for Hispanic students is 48%.	Latino and Hispanic students are presenting deficits in their home language as well as academic deficits in general. Preliminary research shows that many of the countries from which our students emigrate from, have struggling education systems. Students have not been exposed to the level of academic expectation they experience in New York City.
We need to develop strategies for academically and socially engaging our Latino/ Hispanic Population.	65% of our Latino/ Hispanic Students are behind both in credits and Regents Exams.	Latino/ Hispanic students have not made positive social connections to the school community. We are in the process of hiring more Spanish speaking staff and developing community building programs for the Latino/ Hispanic community.

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
Hispanic	47.4 (6-year)	By August, 2023, Graduation Rate for Hispanic will Increase 1.8%, from 47.4 (6-year) to 49.2, as measured by 6 year graduation rate.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)
		May 2020			
Automate the Schools (ATS)	Average number of credits that Latino students are on track to earn (33-38 credit band)	5	3	5	9

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?)
08/30/2022	11/12/2022	School leaders will work with the guidance department to review student transcripts to identify 12th grade students who are at risk of not graduating due to low credit accumulation. Guidance counselors will ensure that identified students are enrolled in credit recovery courses. This transcript review process will also be completed for all students that transfer in after classes begin.
08/30/2022	10/01/2022	School leaders will work with the guidance department to review student schedules to ensure that all students are enrolled in the courses required and have opportunities to earn the number of credits and required courses needed for graduation.
08/30/2022	12/23/2022	Guidance Counselors will reach out to all students who are about to begin their 5th or 6th year of high school and have yet to graduate. The Guidance Counselors have discussions with these students and parents about what they would need to do to graduate and learn if the student plans on attending school this year.
09/09/2022	01/21/2023	One College Counselor for each PPT. Each college counselor would be responsible for 175 students. They will provide services based on the student's cohort and credit accumulation. In other words, how close they are to graduating.
08/31/2022	01/21/2023	All students will be invited to college tours. Especially students with lower credit accumulations will be invited to college tours (virtual if online). We want to offer students experiences that motivate them to higher education. Beginner ENL students will be exposed to post-secondary experiences through their ENL classes and will also be included in college tours.

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	06/24/2023	School leaders will review report card data to identify students who failed classes for the second quarter. School leaders will also review progress of students in credit recovery to identify students who are not on track to earn credits. School leaders will meet with grade-level teams to develop/revise plans to provide those students with additional supports to improve their performance.
03/16/2023	05/20/2023	Teachers will contact families of students who have failed classes or are in danger of not recovering credits to include them in the development/revision of a plan to provide additional supports.
05/07/2023	06/28/2023	Guidance counselors will meet with all students and make phone calls to families to review transcripts, graduation requirements, and individual progress towards graduation. Guidance counselors will work with students who are behind in the number of credits earned and their families to develop a plan for credit recovery.
03/16/2023	06/28/2023	At the monthly Attendance Outreach team meeting, staff will identify any 12th grade student that has missed more than 11 days of school total and/or more than 11 periods of the same class thus far. Following the meeting, the Guidance Counselors will identify a staff member among each students' previous teachers that has had a positive relationship with the student to serve as a mentor to the student.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
03/24/2023	06/17/2023	Provide incentives for students who make strong progress toward graduation.	CAMBA/ LTW

Human Resources	Guidance Counselors, College Counselors, Learning to Work Advocates
Instructional Resources	Provide tutoring, Professional Development around restorative practice to encourage student reflection
Schedule Adjustments	Provide flexible scheduling for students for whom work is interfering with their ability to complete work.
Other Resources Needed	Funding for Afterschool programs and for a total of three college counselors

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)
We need to increase the number of Latino/ Hispanic students access to CDOS access and completion, as well as AP course enrollment	According to the Student Transcript and Information System (STARS), in 2018-19, 15% of our students scored 75 or above in English; in Algebra 1, 35% scored 75 or above. In 2018-2019, 91 students took AP Courses, 16% of our student population. Even though we have made tremendous strides in CCCR, as transfer high school we intake students throughout the school year. Due to our shifting student population, we need all students to help maintain or improve upon current CCCR levels. The 2018–19 School Performance Dashboard shows our College Readiness Index continues to improve from 26% in 17-18 to 30% in 18-19. However, even though the school has an ESSA Level 3 for its All Students and Hispanic subgroups in CCCR, we are looking for ways to sustain this effort.	Many of our students who advance beyond high school will be the first in their immediate family to attend college. Since these students are exploring uncharted territory, we strive to help them build capacity with every step of the college and areer readiness process— from earning college credit while still in high school with rigorous AP courses to visiting nearby colleges to heighten student interest.
We need to increase the number of Latino/ Hispanic students taking AP courses.	Only _____ students took the AP Spanish Language and Culture exam in May 2022.	Latino/ Hispanic students require pre-requisite courses that build their confidence and ability to take and pass the AP course in Spanish.

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
Hispanic	46.1	By June 2023, our CCCR index among Hispanic students will increase to 52.9.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)
		May 2021			
CDOS Courses	Number of students participating in CDOS courses	30	35	40	50

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?)
08/30/2022	10/29/2022	School leaders will assign students a guidance counselor and college advisor that they meet one-on-one with to set goals and expectations and to determine a pathway and timeline toward achieving them, with a focus on adopting college and career readiness skills. Advisors then partner with families to jointly support students in meeting their expectations by ensuring that English Language Learners (ELLs) are acquiring English, passing their classes, and attending school daily. Parents and students will partner with school staff throughout post-secondary planning and placement in paid learning to work internships.
09/13/2022	10/29/2022	School leaders will prepare a letter of congratulations to be sent home. The letter will include a contract that commits students to staying in AP courses that they have been programmed for. School leaders will convene the SLT (School Leadership Team) and PA (Parent Association) to introduce AP courses offered and supports that will be provided both during school, after school, and online. Meetings will be set up with current and former AP students so they can speak about their experiences with the course. The AP for All initiative will foster this effort through dedicated AP Saturday Programs later in the school year.
09/13/2022	01/31/2023	Social studies professional learning communities (SED EBS) will identify Civic Readiness Projects for student engagement. These projects will be adapted from suggestions provided by SED's Civic Readiness Task Force and focus on authentic, hands-on real-world investigation and application. These projects would generally be completed in grade 11 or 12 and teachers will provide 1:1 mentoring for students. One example of a project is having students identify a civic issue (problem) facing them, evaluate solutions, and reflect on what they have learned.
10/15/2022	01/31/2023	Guidance counselors will identify students who need to retake Regents exams or reach college readiness thresholds across all subject areas. Targeted students will be programmed for Saturday Academy or other Regents tutoring sessions.

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?)
02/14/2023	05/31/2023	If travel is no longer restricted due to COVID, school leaders will plan College Trips to CUNY (City, Brooklyn, BMCC, Queens, John Jay, TC3, Hunter), SUNY (Oneonta, Binghamton), and Private College (Union, Skidmore, FIT, NYU, Cornell) for to both parents and students.
02/01/2023	05/31/2023	College counselors will push-in to courses, workshops, and college trips to promote belonging mindset. Workshops will be led by college counselors on financial aid, "A Vision of Me" Self Portrait Activity, College Push-in to Big Picture Advisory, Intro to College Counselors, etc.
04/05/2023	05/31/2023	Junior Assembly held (in 3 languages-Spanish, Chinese and English) to showcase college application process, and College Now/AP courses. Selected students present on AP coursework and benefits. Sample college application essays will be read aloud by selected students.
03/18/2023	06/27/2023	Identify students for community service programs supporting classrooms with tutoring and expertise. Students will also be identified for paid internships through Learning to Work program for the Fall semester.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
02/01/2023	06/27/2023	Incentives for students providing community service	CAMBA/ LTW

Human Resources	Three College Counselors, CDOS Point Person
Instructional Resources	Incorporate college and career content into courses and activities
Schedule Adjustments	Schedule changes for college workshops and SAT's
Other Resources Needed	Funding for three college counselors and college trips including buses and hotels

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Individual/small group counseling (Tier 2)	All students eligible	Secondary interventions	One-to-one	Before, during and after school	No
Social and Academic Instructional Groups (Tier 2)	All students eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom
Faculty/staff mentor (Tier 3)	All students eligible	Tertiary Interventions	One-to-one	Before, during and after school	Yes, Google Classroom

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Individual instruction in SEL competencies and skills (Tier 3)	All students eligible	Tertiary Interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL practice and coaching (Tier 3)	All students eligible	Tertiary Interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL-focused community building circles	All students eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	42
---	----

Describe the services you are planning to provide to the STH population.	We will continue to provide a wide array of services to our students in temporary housing (STH): • Our school-based STH liaison will monitor all students classified as STH and ensure these students have access to WIFI or DOE-issued and LTE-enabled iPads. • Our counselors will work closely with shelter-based Family Assistants and Regional Managers to track student levels of engagement resulting in these students attending classes regularly. • We will provide remote counseling and wellness checks in alignment with trauma informed practices for STH. • We will leverage Title I Set-Aside Funds to support vital STH health services including but not limited to medical and dental services, eyeglasses, and immunizations.
--	---

Expanded Learning Time (ELT) Support

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

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	We will address the unique learning needs of our students through an integrated learning approach to ELT that provides assigned mentors and/or advisors who meet with targeted students on a weekly basis and who are responsible for parent outreach. Our ELT offerings are scheduled based on student interest and will include mindfulness activities, restorative justice, experiential instruction, project based learning, and field trips.
---	---

<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>Our school provides ELT teacher and assistant principal per session funding which allows for the ongoing supervision of our ELT program. Our ELT program is staffed by certified teachers who deliver academic instruction after school, during vacations, on weekends (i.e. Saturday Program), or during the summer.</p>
--	--

<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>To ensure the alignment of ELT instruction across all subject areas, we prioritize ELT for students in need of additional support using disaggregated information from assessments. We provide ELT during the regular school day as tutoring sessions offered during lunch periods or as pull-out supports for designated students as a means to accelerate learning.</p>
--	--

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

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

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

Lower East Side Preparatory High 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)

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

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	01
Borough:	M
School Number:	515

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	Rene Anaya
Assistant Principal	Kayla Hoglund
Coach	Richard Ciriello
Coach	Leslie Jirsa
English as a New Language (ENL)/Bilingual Teacher	Min Zhao
School Counselor	April Chan
Teacher/Social Studies	Adriana Garcia
Teacher/Science	Qiyi Li
Parent	Elsie Nunez
Parent Coordinator	Mimi Feng Cheng
Related-Service Provider	AJ Rivera

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:	11
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	11

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	9
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	2
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7-12]:	2
--	---

D. Student Demographics

Total number of students at your school (excluding pre-K):	475
Total number of current ELLs at your school:	345
Total percentage (%) of current ELLs at your school:	72.63
Total number of former ELLs at your school:	14
Total percentage (%) of former ELLs at your school:	2.95

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	GE	Chinese	1971										1	1	1	1	4
TBE	GE	Spanish	2012										1	1	1	1	4
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: 2	total: 2	total: 2	total: 2	

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

PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>1. Students whose native language is neither Chinese or Spanish are placed in a Freestanding ENL program with ENL instructions provided by certified teachers. At LESP an instructional period is 73 minutes (Monday through Thursday) and 34 minutes (on Friday). The bell schedule therefore allows classes to meet 2 times per week for 73 minutes and 1 time per week for 34 minutes. At LESP we use a balanced literacy approach and each classroom has its own library. Teachers follow the SIOP framework and lesson plan format. Teachers use guided or shared reading in their instruction. A full-time instructional coach provides professional learning for teachers. Instruction is delivered in bilingual content areas using the SIOP approach in conjunction with the workshop model or other pedagogical approaches that promote and support student engagement. As students' English language proficiency levels vary in all content classes, teachers must differentiate instruction. ENL teachers collaborate with content area teachers to design and deliver curriculum that supports language demands of content area classes. Currently, we are incorporating New York State's Next Generation Learning Standards into daily instruction in all classes with the focus on complexity for student reading. In HLA classes, the curriculum is designed to support the NYS Next Gen ELA Learning Standards, which in turn supports the development of a consistent set of literacy skills both in students' native language and in English, and as such helps students to be successful on the New York State ELA Regents. So, for example through the study of home language literature in a HLA class, students reinforce, in their home language, their learning of literary elements and the higher-order thinking necessary to answer the tasks connected to the text analysis response and argumentative essay on the English Regent Exam in English. LESP has a departmentalized organizational structure, and ENL is the largest department. ENL/English and HLA teachers work together closely to review student work and other relevant student data in order to ensure student progress and proficiency on the NYSESLAT exam and NYS ELA Regent exam. Entering and Emerging Students are programmed to receive 540 minutes of ENL instruction per week and 180minutes of HLA instruction per week. Both ENL and HLA classes are based on language proficiency level, not grade. The Math, Science and Social Studies Departments have both bilingual and monolingual teachers who meet regularly to review student work and other relevant student data in order to ensure student progress and proficiency on the NYS Regents exam. Again, programming and student scheduling classes are not organized by grade levels, but rather by individual student needs. Students in ENL 1-4 are offered bilingual content-area classes, and students in these classes are linguistically heterogeneous and/or have mixed English ability. Teachers are expected to differentiate instructional materials. When students reach ENL 5 they are transitioned to monolingual content classes to ensure proficiency on the New York State Regent Exams, since a number of exams are not offered in some of our students' home languages. We are a transfer high school school, every student is given an individualized program.</p>
<p>Integrated English as New Language (ENL)</p>	<p>ENL teachers work with content area teachers to design and deliver curriculum that supports content area classes. Currently, we are incorporating New York State's Next Generation Learning Standards into daily instruction in all classes with the focus on complexity for student reading. Integrated ENL classes run parallel to the stand-alone ENL classes, matched in homogenous grouping by proficiency levels.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>1. Chinese-speaking and Spanish-speaking students whose parents give consent are provided with bilingual programs until they exit our ENL program. Instruction in these bilingual content classes is delivered using the SIOP approach in conjunction with the workshop model or other pedagogical approaches that promote and support student engagement. Student's English proficiency levels vary in all classes. Therefore, teachers must differentiate the instruction. ENL teachers collaborate with content area teachers to design and deliver curriculum that supports language demands of content area classes. Currently, we are incorporating New York State's Next Generation Learning Standards into daily instruction in all classes with the focus on complexity for student reading. In HLA classes, the curriculum is designed to support the NYS Next Gen ELA Learning Standards, as developing a consistent set of literacy skills both in their native language and in English this helps students to be successful on the New York State ELA Regents. So, for example through the study of home language literature in a HLA class, students reinforce, in their home language, their learning of literary elements and the higher-order necessary to answer the tasks such as the critical lens question on the English Regent Exam in English. Both ENL and HLA classes are based on language proficiency level, not grade. The Math, Science and Social Studies Departments have both bilingual and monolingual teachers who meet regularly. Again, programming and student scheduling classes are not organized by grade levels, but rather by individual student needs. Students in ENL 1-4 are offered bilingual classes in the content area, and students in these classes are linguistically heterogeneous and/or have mixed English ability. Teachers are expected to differentiate instructional materials. When students reach ENL 5 they are transitioned into monolingual content classes to ensure proficiency on the New York State Regent Exam, since a number of exams are not offered in students' home language. We are a transfer high school school, every student is given an individualized program.</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>Students in the integrated ENL model who tested at the Entering and Emerging Level receive 5 periods of stand-alone ENL instruction per week (4 periods of 73 minutes Monday -Thursday and 1 period of 34 minutes on Friday), and 3 periods of integrated ENL/ELA instruction per week (2 periods of 73 minutes Monday -Thursday and 1 period of 34 minutes on Friday), totalling 506 minutes per week. Student at the Transitioning level receive 3 period of ENL instruction per week (2 periods of 73 minutes and 1 period of 34 minutes), totalling 180 minutes and 3 periods of integrated ENL/ELA per week (2 periods of 73 minutes and 1 period of 34 minutes), totalling 180 minutes per week. Students at the Expanding level receive 1 period of ENL instruction, and 1 period of integrated ENL/ELA per day, totalling 405 minutes per week. Those who score Commanding receive an integrated ENL course, totally 225 minutes per week. We provide ENL students at all proficiency levels with more than the number of mandated minutes as we have found that this better supports our ENL students to be both prepared for the NYS ELA Regents as well as to become college and career ready. Simultaneously, students who opt for the Transitional Bilingual Education program(TSE) receive at least 180 minutes of Home Language Arts instruction per week. Classes/periods meet two times per week for 73 minutes (Monday through Thursday) and one time per week for 34 minutes (Friday).</p>
---	--

<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Not Applicable.</p>
<p>In which language(s) is each core content area taught?</p>	<p>Not Applicable.</p>
<p>How is instruction designed to include both languages?</p>	<p>Not Applicable.</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>Not Applicable.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>English, Spanish, and Chinese.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Currently our program includes 12 fully certified ENL teachers, 8 fully certified bilingual and one ENL/bilingual teacher. We currently offer 33 ENL/Integrated ENL-ELA classes ranging from Bridges class (Native language literacy support class) to ENL 7/8 (Expanding). At registration, students are placed in ENL classes based on the student's NYSITELL score, interview and in-house placement assessment. Our bilingual program provides instruction in Chinese or Spanish. For example, when we offer Bilingual Living Environment Term One, students can expect the teacher to be a licensed Living Environment teacher who is able to deliver instruction in both Chinese and English. Throughout the course of the term, the amount of instruction in Chinese will decrease while the amount of instruction in English increases. In a monolingual Living Environment Term One course, instruction is entirely in English. When ENL teachers push into monolingual classes, ENL students are provided with glossaries and other language support. Currently, we offer the following bilingual science courses: Living Environment (Terms One and Two), Earth Science (Terms One and Two). Forensics, Living Environment, Earth Science and Chemistry and AP courses are taught in English but are open to all students, including ENL students level 5 and above or for those who opt for a stand-alone ENL program. Currently we offer the following bilingual social studies courses: Global and US History. Economics and Participation in Government are taught in English; ENL students taking these classes are also expected to be at an ENL level 5. Currently we offer the following bilingual math courses: Algebra and Geometry. program. LESP has a bilingual Spanish US and Global history teacher. Trigonometry and AP Calculus instruction is delivered in English only, with glossaries to assist in ENL instruction. All core content teachers provide ENL students translated materials, include units of content area vocabulary acquisition, and/or use modified materials for ENL students. Many of the Freestanding ENL services are provided by two ENL teachers to meet the required number of minutes students need. Teachers also offer supplementary lessons to support all content area classes. All materials are matched to the language proficiency level of each student as determined through teacher-created formative and summative assessments developed by teachers, as well as student performance on periodic assessments, and the NYSESLAT. The LESP teaching staff participates in an on-going weekly professional learning community, called Designs for Learning. There, content area teachers collaborate with ENL teachers to facilitate a modified Japanese lesson study. Teachers infuse their lessons with a focus on the Next Generation Standards, best practices as defined by Danielson's Framework for Teachings, as well as the questions and topic of individual profession interest. Lessons are collaboratively designed, observed and then evaluated through protocols-based discussions. Each teacher then modifies their lesson plans to incorporate feedback from colleagues. Department teams also collaborate to create performance based Next Gen-aligned tasks, which are later used as periodic assessment and final exit assessment. During department meetings, teachers engage in protocol-based discussions of students' performance, and use information from these discussions to modify their unit and lesson plans in ways that better meet the needs of their students. By supporting each content area with a teacher from the ENL department, content area teachers continue to learn about and receive feedback on their use of different language acquisition strategies.</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>% Newcomers: 72.63% % Newcomer who are SIFE: 68.7% English language learners often present with similar learning needs. They receive bilingual courses if chosen, home language literacy support, extra support like an educational para, and glossary/dictionary etc. However, to provide targeted, effective services for Newcomers, it is essential to identify several key factors that have an impact on the learning needs of this group. For Newcomers it is important to assess refugee status, educational history and literacy in L1. Home language literacy is an important part of the registration process as it allows us to identify those who need extra support for their home language. For students who require literacy support, a special literacy advisory class is added to their program in which they practice basic conversational stems, phonemic awareness, and a focus on grammar for newcomers. At the same time, these students receive social emotional support from our CAMBA student advocates to help them adjust to the life of school and in NYC. Developing/long-term ELLs are challenged academically with the application of English, especially in academic settings. Developing ELLs need a lot of scaffolding, support and practice to make sense of academic discourse and express their ideas in standard academic English. Accurately identifying their strengths and challenges and placing them in the appropriate levels are essential for this group of students.</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>% Long-Term ELLs: 2% To provide targeted, effective services for Developing and Long-term ELLs, it is essential to identify several key factors that differentiate the potential learning needs of these two groups. For both it is important to assess educational history and literacy in both L1 and English. Additionally, for these groups it is important to be aware of and, if indicated, assess for the presence of potential learning disabilities. If Long-term ELLs present academic challenges in all subject areas, it is important that they be evaluated as soon as possible to provide appropriate and extra services. Many long-term ELLs demonstrate a strength in speaking ability, but a lack of organization and writing skills. Targeted instruction and support can be provided once areas of need are identified. NYSESLAT scores can serve as an effective tool to identify each area of weakness. Assessment developed by our ENL department can provide additional data to help us provide additional targeted instruction and support effectively. Developing ELLs often demonstrate weaker speaking skills but tend to develop all skills at a more even pace. Therefore for these students, supports are planned for all language skill areas. Both groups need ongoing opportunities to use academic English in cognitively rigorous learning activities that are inherently relevant and appropriately scaffolded.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELLs: 2.95% Former ELL students are given additional standalone ENL services if they opt for them. Former ELLs are invited to participate in the English Club where they continue to practice their English through reading and talking about current events, socializing, and writing informational texts. They are also invited to participate in additional standalone or integrated ENL courses if they choose to.</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>NYSESLAT 2021 was an atypical testing year as many students opted out of NYSESLAT testing. Therefore, the results don't necessarily reflect students' actual progress. Special administration of NYSITELL was given in September 2022, and a selected group of students were tested as per the requirements of CR 154. In general, however, our NYSESLAT data appears to show a steady trend toward English language acquisition from 9th grade to 12th grade. While almost 90% of 9th grade ENL students tested at the Entering level, a majority of 12th grade students tested at the Transitioning and Expanding level, with about 20% of students testing at Commanding level. For students who exhibit higher scores, speaking and writing appear to be modalities of strength, while listening is often the weakest modality. Students who scored low need improvement in all four language skill areas. Spanish-speaking students appear to progress more quickly in speaking and listening than do Chinese speakers and speakers of other languages. As students progress through the ESL levels assigned, their listening and speaking skills tend to remain constant, while there is a noticeable improvement in their writing skills.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>There is a strong correlation for students who perform well on the NYSESLAT also perform well on state assessments like the ELA, SS, and Science Regents exams. As their language skills and confidence in written English improves, so do their scores on all exams.</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 levels of ELL students have a tendency to have other responsibilities outside of school (e.g. work, childcare, family responsibilities). A lack of attendance, under 75%, often results in missed opportunities to acquire and practice the language skills necessary for academic success. As attendance nears 90%+, students see great improvement in their acquisition of academic English and often pass their courses.</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>Our largest home languages are Spanish and Chinese. We have a bilingual Chinese and bilingual Spanish program that allows those students to take their content-area courses (science, math, social studies) in their native language, as well as a Home Language Arts course. To communicate, most teachers are able to speak more than one language, and use technology like Kinvo/Skedula, and interpreters to help ensure that they can communicate with the students/families. Home languages are also pathways for taking AP (Chinese and Spanish) courses and gaining college credit in those languages of expertise. Biliteracy seals are awarded to those who are able to score a 75+ on the English Regents and get a 4+ on the AP language exams. 12 Seals of Biliteracy have been awarded each year for 2021 and 2022 school year. In the 2022-2023 school year, we will continue to provide opportunities for ENL students to demonstrate their language skills and earn a seal of biliteracy for their future college and careers.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>43% Asian 42% Hispanic 12% Black 2% (data needs to be updated) As we are a bilingual, ESL-focussed transfer high school, our student population is diverse (ethnically, racially, linguistically) Therefore, the life and language experiences of our ELL students are naturally included in the planning of curriculum and the delivery of all lessons. We incorporate CR-SE into all that we teach, and we are always looking for new and different ways to channel explicitly the varied perspectives and experiences of our students into teaching.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>ELLs with IEPs are able to demonstrate academic success with the individualized support of the SETSS teacher and program. Graduation rates for ELLs who are SIFE and ELLs who have IEPs have increased as a result of individualized, 1-on-1 support, student-led conferences, and constant communication among teachers, guidance counselors, the SPED teachers and other support staff. SIFE ELLs follow a literacy support curriculum, Bridges, that has been certified by NYSED as to address the literacy gaps for these students and to bring them to grade level. Of major impact of the students' performance is student attendance, engagement, and interest in learning English.</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>As a bilingual transfer high school (72.63% of our students are ENL students), our mission is to ensure that students who graduate from LESP are able to use English to understand information and express their ideas in an academic setting. As such, our ILT considers the needs of MLs/ELLs as the starting point for all instructional design. The ENL Department is the largest department in our program and the ELL Coordinator is an essential member of our ILT and Steering Committee. All instruction is planned with the needs of English language learners. Our goal is to develop language and critical thinking while delivering content information.</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>In our ESL program, core content is delivered in English, with multiple supports (e.g. bilingual education para, glossary/dictionary, and graphic organizers). To meet the language/literacy demands of the Next Generation Standards, we use instructional approaches consistent with the SIOP model In our Bilingual program, core content is delivered in Spanish or Chinese for students at ESL levels 1-4. These students are also provided with multiple supports (e.g.glossary/dictionary, graphic organizers). Bilingual content area teachers also use the SIOP model to support students' language/literacy development.</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>To provide access to academic content areas and accelerate English language development, teachers use the NewsELA online news-as literacy platform, BrainPop, Middlebury Interactive and Rosetta Stone as technology tools. Our teachers also use images, word banks, sentence starters, paragraph frames, graphic organizers, and leveled texts to ensure students can both access and communicate their understanding and ideas about academic content. Teachers in all content areas use the SIOP lesson planning model. SIFE ELLs use the Bridges curriculum, which employs station-work and the reading of leveled books. ELLs with IEPs are given individual attention through station-work with their SETSS teacher.</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>Students are programmed for an ICT setting, allowing for the use of standard curriculum and instruction, and maximizing the number of courses they can take. If a student requires additional support, they are programmed for 180 minutes of SETTS support per week.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At LESP, we use the following formative and curriculum-embedded assessments to help guide our instructional planning for ELLs: NYSITELL, an in-house native language test given in both Spanish and Chinese; SIFE Multilingual Literacy Screener for Math; SIFE Multilingual Literacy Screener (if student qualifies); Spanish LAB-R (if student qualifies); NYSESLAT; teacher-created diagnostic assessments; department-created formative and summative assessments; teacher-created performance tasks. At the time of orientation, we use the NYSITELL/LAB-R to determine students' English proficiency levels. Teachers use the data captured from all of these assessments to plan instruction, at the individual class level and the department level, for ELL students. Additionally, teacher teams use student assessment data in protocol-driven discussions when developing and evaluating interventions in department meetings and learning community meetings</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>In our program, student groups are not organized by grade. Targeted intervention programs include individual and small-group tutoring (by teacher and peers in both Chinese and Spanish) and after school programs. Newcomers attend an after school Walking Talking NY course. SIFE ENL students attend a music and English course. 1.The Instructional Coach and Peer Collaborative Teacher works with the ENL Department to evaluate and refine Next Generation Standard benchmarks for ENL students based on baseline and benchmark assessments. Specifically, ENL teachers design curriculum in which skills are aligned to each level and ensure that students are meeting minimum standards at each level. The Assistant Principal works with the ELL Coordinator to identify programming opportunities for creating additional courses or targeted tutoring sessions to address skill gaps. 2. Teachers from both the students' ENL class and the students' ENL companion class meet regularly to monitor student progress 3. Students who do not demonstrate the ability to meet minimum standards for an ENL course are invited to retake the course. 4. Students usually have the opportunity(s) to have academic advisory classes, lunch tutoring, after school programs etc. to accelerate their progress.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Not Applicable.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>At LESP, we use the following formative and curriculum-embedded assessments to help guide our instructional planning for ELLs: NYSITELL, an in-house native language test given in both Spanish and Chinese; SIFE Multilingual Literacy Screener for Math; SIFE Multilingual Literacy Screener (if student qualifies); Spanish LAB-R (if student qualifies); NYSESLAT; teacher-created diagnostic assessments; department-created formative and summative assessments; teacher-created performance tasks.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>1. NLA and bilingual teachers monitor student progress throughout the semester using teacher-created formative and summative assessments. These teacher-created assessments are designed to assess students' home language progress in acquiring the linguistic, cognitive and academic skills necessary for success on the LOTE and NYS ELA Regents exams. As they demonstrate progress in their own home language, students are offered higher-level native language courses, including AP Spanish and AP Chinese. 2. A Spanish Literacy class has been created to support the needs of students with limited native language literacy. 3. A class following the Bridges curriculum monitors the progress of students whose literacy in their native language is below the 3rd grade level. 4. Home Language Classes are provided for Chinese and Spanish speakers. 5. The Parent Coordinator and the ENL Coordinator ask questions from the Home Language Survey to determine the student's home language and provide the services that will support student needs.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>1. We evaluate the effectiveness of our programs for English Language Learners in a variety of ways. Currently, we collect information from teachers and students, and make adjustments to programs, instruction and curriculum based on the following pieces of data: student work, course exams, midterms and finals, the NYSESLAT score growth, and the English Regents passing rate for our ELLs. 2) Students at each level will be given a teacher-created assessment at the end of the ENL course before they continue on to the next level. ENL course assessments have been aligned to the ENL benchmarks for each level and evaluate language acquisition for that level.</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>During their prep periods, ENL teachers pull students from different content area courses to administer the exam. ENL Teachers also score the exams during their prep time or after school. Instructions are not interrupted by the tests. As testing takes place during content area instruction, all ELLs and former ELL students continue to receive mandated services.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Teachers of ELL-SWDs plan lessons with their students' learning needs in mind, and have created a variety of differentiated materials. The dually licensed ELL/SPED teacher and Instructional Coach conducts professional development sessions with teachers to share these materials. UDL strategies like using translated graphic organizers, creating picture glossaries, and using technology (ipads, Smartboard, individual laptops, Duolingo, etc) allows ELL-SWD to access the grade-level content materials</p>
<p>b. SIFE</p>	<p>Teachers of ELL-SIFE plan lessons with their students' learning needs in mind: SIOP model/Sheltered Instruction (i.e. visual aids, physical activity, explicit academic English Language instruction.); Frequent checks for communication; Increase wait-time; Cooperative learning groups; Multiple and varied opportunities for assessment; Multiple opportunities to activate prior knowledge; Opportunities to participate in active, academically rigorous, hands-on learning tasks; Provide choice of learning tasks based on learning preferences; Bridge to Academic Success Curriculum: Use of Literacy Centers; Identify SIFE with Multilingual Language Learners Screener; Program SIFE in Bridges class to support their native language learning as well as content learning.</p>
<p>c. Newcomer</p>	<p>Teachers of Newcomer ELLs plan lessons with their students' learning needs in mind: SIOP Model/Sheltered Instruction (i.e. visual aids, physical activity, explicit academic English language instruction); Frequent checks for communication; Increase wait-time; Dual language academic support/L1 scaffolds; Sentence frames, word banks, thinking scaffolds; Anticipation guides; Multiple and varied opportunities to demonstrate understanding; New student advisories-addressing social-emotional needs as they acclimate to a new environment.</p>

d. Developing	Teachers of Developing ELLs plan lessons with their students' learning needs in mind: SIOP Model/Sheltered Instruction (i.e. visual aids, physical activity, explicit academic English language instruction); Modeling written and spoken forms for academic English; Opportunities to participate in scaffolded listening and notetaking activities; Offer choice of learning tasks based on student interest/learning preferences.
e. Long Term	Teachers of Long Term ELLs plan lessons with their students' learning needs in mind: SIOP model/Sheltered instruction (i.e. visual aids, physical activity, explicit academic English language instruction); Dual academic language supports/materials offered, if requested by student; Frequent checks for communication; Cooperative learning groups; Multiple and varied opportunities for assessment; Multiple opportunities to activate prior knowledge; Opportunities to participate in active, academically rigorous, relevant, hands-on learning tasks; Provide choice of learning tasks based on student interest/learning preferences.
f. Former ELLs up to two years after exiting ELL status	Teachers of Form ELLs plan lessons with their students' learning needs in mind: Option to take integrated ENL in ELA or core content area or AP course of their choice; Provide students with continued ENL support group such as English Club and feedback on their oral and written language; Provide students with opportunities to analyze and extend their own language use (i.e. academic language, communicative language, code-switching, slang); Provide choice of learning tasks based on student interest/learning preferences.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Students are administered the Multilanguages Literacy Screener to obtain baseline data for understanding the students' home language literacy level. In our TBE courses, we provide content and support materials in the students' home language (Chinese or Spanish), and students use them as needed. In our ENL course, students have access to four language paraprofessionals, glossaries, and technology (e.g. ipads, laptops) for support in their home language. Students also have opportunities to work in HL groups to discuss, debate, and synthesize their ideas in their HL before sharing or presenting in English. HL classes are offered in Chinese and Spanish, as well as AP Chinese and AP Spanish language classes. Our parent coordinator works with families to increase awareness about the ways in which use of home language can support bilingual literacy. All TBE/ENL students have glossaries and dictionaries in their home language. Students are also offered technology to help access information in their home language. Our programs support the HL as evidenced by our students' overall ability to take and pass the LOTE and AP language exam.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	We offer the following language electives: Spanish, French, Chinese. We encourage all students to take the AP Spanish, French, or Chinese course whenever possible. Students who perform well in NYSESLAT or former ENL students are placed on a list of candidates. Currently we work with students who are enrolled in AP Chinese and AP Spanish courses. We encourage these students to perform well so that they will be able fulfill the necessary criteria in their native language for a Biliteracy Seal. At the same time, they are also encouraged to do well in their English course throughout junior and senior years to obtain the New York State Seal of Biliteracy. We are planning an expansion of the program, which will include a Capstone Project option so that more candidates will be eligible by their senior year to obtain the New York State Seal of Biliteracy.

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 ultimate goal of professional learning at LESP is to raise the level of student achievement. To that end, our school’s Professional Learning Plan has been designed to provide, teachers, administrators and support staff with a variety of opportunities and contexts in which to practice, reflect on, and refine the beliefs and practices that result in “rigorous instruction, supportive environment and collaborative teachers” as defined by both the NYC Department of Education’s School Quality Snapshot, The Framework for Great Schools (on which the Snapshot is based), the eight components of Danielson’s Framework for Teaching that currently comprise the NYC Department of Education’s Advance teacher evaluation and development system, and NYSED’s Advanced Literacies for Academic Success. In accordance with CR Part 154-2.3(k), fifty percent of professional learning for our ENL and Bilingual Education teachers is dedicated to meeting the specific needs of ELLs, including co-teaching strategies and integrating language and content. . Professional Learning Community: Our school’s professional learning community is called Designs for Learning (DFL). DFL is a weekly, teacher-led professional learning experience (4 sessions per month/80 minutes each) in which LESP teachers work collaboratively to deepen their understanding of the best instructional practices for improving the academic performance of our over-aged, under-credited, ENL students and students with disabilities. In DFL, teachers address a menu of focus topics, designed to support our work with the Common Core Learning Standards, Advance (teacher evaluation system), the NYC School Quality Snapshot, and NYSED Advanced Literacies for Academic Success . The focus topics in DFL include (but are not limited to): 1. Knowing Your Students / Data-Driven Decision Making / Using Learner Work to Inform Instruction; 2. Assessing Learning Throughout the Learning Cycle; 3. Engaging English Language Learners Through Critical Thinking Questions and Discussion; 4. Engaging English Language Learners Through Academic Rigor and Relevance; 5. Supporting English Language Acquisition and Literacy Across the Content Areas; 6. Establishing an Emotionally Supportive Classroom Culture Lesson planning in our professional learning community is based on the SIOP instructional model. Success criteria for DFL professional learning sessions is aligned with the NYS Education Commissioner’s Regulations Subpart 80-6. Therefore D4L professional work sessions seek to: · align to standards and school/district goals · identify learning outcomes for teachers · provide active learning processes (i.e. opportunity to apply the learning in the session) · enhance the content knowledge and/or pedagogical practices of teachers · deepen teacher understanding of how students learn . assess the learning from the session At the end of every DFL cycle, teachers have the opportunity to submit- on a voluntary basis- a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice. The discussions, artifacts and student work that result from each DFL cycle directly inform the work of our PL (Professional Learning) Committee Instructional Rounds: Instructional rounds is a school-wide collaborative professional learning experience through which LESP teachers hone their individual teaching skills while at the same time develop a collective understanding of teaching and learning. During rounds, teams of LESP teachers briefly visit classrooms to observe and collect data around a pre-determined question of practice. Afterwards teacher teams analyze and discuss their data in order to refine understanding of highly effective teaching and determine the direction of future professional learning. Chancellor’s Conference Days: Our PL Committee periodically creates and administers surveys to assess the perceived professional needs of their colleagues. Results of these surveys are shared with the faculty, and the information obtained is used to plan professional development on city-wide Chancellor’s Conference Days. Teacher Leader/AP for All Support: Through participation in the NYC DOE’s AP for All initiative, this year LESP will offer six AP courses: AP English Language, AP Calculus, AP Chemistry, and both AP Spanish and AP Chinese Language and Culture. In order to support the two LESP teacher leaders who are involved in organizing the AP courses for our ENL students, we is partnering with a coach from the Teacher Career Pathways Teacher Leadership Team who provides job-embedded ongoing professional learning around the following areas of instructional leadership: · 1:1 Peer Coaching · Lab Classrooms · Facilitation of Teacher Collaboration (Teacher Teams) · Design of Adult Learning · Leadership Conversations We are also supporting the professional learning of the six teachers who instruct our AP courses with coaching from Content Area Specialists provided by AP for All. Professional Book Study Groups: Our professional book study groups (one for teachers; one for guidance counselors) are an opportunity for educators to engage in professional discussions around a specific topic related to teaching and learning ENL students. Participants who commit to read and discuss a selected book are guided by the question “How will this book influence professional practice in our effort to raise student achievement both at the classroom and school-wide level?” Professional Conferences: Administrators and teachers attend professional conferences both locally and outside of the NYC area. Past conferences have included ASCD, TESOL, National Council of Teachers of Mathematics, and the National Council for the Social Studies. Teachers and administrators have also attended courses at Harvard University’s Graduate School of Education. Upon returning, conference attendees turn-key their learning and share materials with colleagues during Department Meetings and other professional learning sessions. UFT Teacher Center Instructional Coach: Our teaching staff includes a UFT Teacher Center Instructional Coach, who is also a member of our Professional Learning team. In addition to maintaining the professional resources found in our school’s Teacher Center (Room 452), our Instructional Coach provides formal mentoring to new teachers and is available to provide individual coaching to all teachers on staff. The Instructional Coach assists in the planning as well as the presentation of PL to all staff on Chancellor’s Conference Days. He also works with individuals and small groups of teachers who wish to develop their knowledge or practice around specific professional topics. Generation Ready Consultant: Our professional learning team includes a Generation Ready consultant who assists us to support the implementation of the Common Core Learning Standards, Advanced Literacies for Academic Success and various NYC curricular resources across each department and the Framework for Great Schools throughout the school. This consultant also supports the training of the eight (8) lead teachers to meet their individual needs as professional learning providers in training. Finally our Gen Ready implements a classroom inter-visitation Lab Site learning experience with target teachers as identified by the principal. School Social Worker: Our professional learning team includes the school Social Worker. The Social Worker collaborates with our Instructional Coach and PL team in the planning and delivery of professional learning designed to create a school environment which supports social, emotional and academic competence of ENL students. The social worker also consults with individuals and small groups of teachers who wish to develop their knowledge about specific socio-emotional topics that affect student performance.</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>Over 80% of LESP students are current or former ENL students. Due to the specialized nature of LESP's academic program, all of the professional learning provided to LESP teachers and support staff necessarily addresses- either directly or indirectly- the instructional needs of ENL students, all of whom who we wish to make college and career ready. All professional learning activities are planned with the needs of ELLs in mind. Agendas for professional learning are created by the Instructional Coach, along with the Assistant Principal. Additionally, the Instructional Coach and other teacher leaders keep records of the teacher work and activities done during professional learning, including attendance through sign-in sheets and online tracking.</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>During the registration process, our staff speaks to parents about their involvement being vital to their child's success at school. Our parent Coordinator and Guidance staff encourage parents to play an integral role in their child's education. Teachers call and meet with parent/guardians on a regular basis to keep them abreast to know the students are progressing. For the mandated annual meeting with parents of ELLs, individual conferences are set up once a year in the fall semester by the ENL teachers to discuss their students' NYSESLAT scores, formative assessments results and continued progress towards language development goals. If parents cannot attend the scheduled meeting with the ENL teacher, a telephone conference is setup. An email in the parent's preferred language of written communication is also sent to all parents of ELLs, summarizing the students' performance as record of attendance. Most teachers and staff members at LESP speak another language and often help to translate and interpret (Chinese, Spanish, Polish, Japanese, Arabic, Haitian-Creole, Portuguese, French and Korean) during these mandated annual parent meetings. If and when the language or person is unavailable, LESP uses the Translation and Interpretation Unit's over-the-phone-interpretation services to help facilitate the meeting. For new students whose identification is not complete, the annual meeting will be focused on their progress with their respective subject teachers. The teacher's diagnostic test will serve as a start of the discussion and the summative assessment based on the benchmarks of each ENL level will be the major determination for the students' progress during that period of time. The meeting can be held remotely via zoom meeting or a phone conference. During remote learning, annual meeting will be conducted remotely. Formal letters from the teachers will be mailed home so that the parents will have a clear picture of the students' progress.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>All meetings are done through our ESL teacher outreach and engagement time, when teachers contact all parents to share the goals, progress, NYSESLAT results, and development. All ESL teachers speak another language, or have access to language para or staff member who is able to speak the language of their students' families. If needed, an interpreter is contracted. During registration, all parents are given assistance in accessing Pupilpath, a grade book communication platform. Our family para assists parents in finding free or reduced medical services. The Parent Coordinator also discusses LESP's Parent Association's purpose and meeting times. All parents are encouraged to attend School Leadership Team meetings as well as the Title Parent Advisory committee. Parents are offered classes to learn English and to participate in acculturation activities around the city such as Broadway plays and visits museums. Parents are invited to attend an ENL progress meeting in addition to the Parent Teacher Conference in the fall and spring, as well as Curriculum Night. Teachers call and meet with parents/guardians on a regular basis to keep them abreast to how the students are progressing.</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>Lower East Side Prep is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses taught in English and Chinese/Spanish infused with ENL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (parents, students, faculty, and the School Leadership Team) is involved in the development, implementation of and assessment of Lower East Side Prep's ENL program. We are committed to providing quality instruction to all our students.</p>
--	--

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). 2. Enrollment status of each newly admitted student is determined (Guidance Counselor) a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and English language proficiency level. (Guidance Counselor) 3. The home language of the student is determined by a trained and licensed pedagogogue. (ELL Coordinator) a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service. (ELL Coordinator) 4. Eligibility for the NYSITELL is determined. (ELL Coordinator) a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. (ELL Coordinator) 5. Student is administered the NYSITELL, if eligible. (ELL Coordinator) 6. Parent notification letters are sent to the parent in the parent’s preferred language. (ELL Coordinator) a. Parent is notified of their child’s ELL status and results of the NYSITELL. (Guidance Counselor) 7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB. (ELL Coordinator) 8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife. (ELL Coordinator) 9. If student is an ELL, the parent is invited to the parent orientation meeting. (ELL Coordinator, Guidance Counselor) a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. (ELL Coordinator, Guidance Counselor) 10. ELL is placed in the ELL program that the parent selected. (Guidance Counselor) a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. (Guidance Counselor) b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. (Guidance Counselor) 11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). (Guidance Counselor) 12. If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. (Principal)</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>ELL Coordinator: Testing, Identification Guidance Counselor: Programming, Communication Assistant Principal: Verification, Supervision Principal All students are served and intake is done year-round, as the ELL Coordinator does not teach full time. She is available to meet with parents and students whenever necessary.</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
Min	Zhao	ELL Coordinator	2020	Yes	Primary LAC
Kayla	Hoglund	Assistant Principal	2021	Yes	
Richard	Ciriello	Instructional Coach/Teacher	2021	YES	

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

First Name	Last Name	Title
Mimi	Fang Cheng	Parent Coordinator

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

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	1	0.15	1	0.15
Amoy	0	0	2	.29
Arabic	6	.87	6	.87
Bengali	8	1.17	9	1.31
Chinese Any	266	38.78	51	7.43
Cantonese	0	0	105	15.31
French	2	.29	0	0
Haitian Creole	4	.58	4	.58
Mandarin	0	0	108	15.74
English	146	21.28	142	20.7
Student Does Not Speak	0	0	1	0.15
Pilipino	1	.15	1	15
Russian	7	1.02	7	1.02
Spanish	243	35.42	244	35.57
Ukrainian	1	0.15	1	0.15
Vietnamese	1	0.15	4	.58

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
Mandarin	N/A	30
Cantonese	N/A	23
Fujianese	N/A	14
Fukinese	N/A	18
Chinese	25	N/A
Spanish	20	20
Japanese	2	2
Italian	1	1
French	4	1
Korean	2	1
Polish	1	1
Russian	2	2
	0	

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>To register for our school, students are required to bring a transcript and their parent/guardian. They fill out the Home Identification Language Survey, emergency contact cards, take placement tests, and are then interviewed by school aides, guidance counselors, our LAB BESIS teacher, as well as the Parent Coordinator. This process gives us an indication of what their home language is, and the best way to communicate with them. Due to the unique transitional bilingual Chinese program, much of the staff is fluent in Chinese. For students who speak Spanish, we also have bilingual Spanish teachers, school aides, and educational paras to aid in translations. During this remote time, our website has a translate button, is able to access our pre-registration form for contact which is also translated, and are then sent forms (HILS, Blue Card, etc) in Operoo, a platform that can also be translated.</p>
---	---

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Newsletter	Monthly	Teachers and support staff will act as translators for these documents. For languages outside of our staff's capability, we will seek out translation services to do so. During this remote time, the newsletters are sent electronically through Smore, which also has a translate button.
IEPs	Yearly	Teachers and support staff will act as translators for these documents. For languages outside of our staff's capability, we will seek out translation services to do so.
School letters/critical documents	When necessary	Teachers and support staff will act as translators for these documents. For languages outside of our staff's capability, we will seek out translation services to do so.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	November, March, May	Teachers and support staff will act as interpreters. Appointments will be made with interpretation services for parents whose language is not translatable by a staff member. Teachers will use interpretation phone service. During this remote time, we will continue to have translators attend Zoom calls, or make an appointment with the interpretation phone service.
Curriculum Night	September	Teachers and support staff will act as interpreters. Appointments will be made with interpretation services for parents whose language is not translatable by a staff member. Teachers will use interpretation phone service. During this remote time, we will continue to have translators attend Zoom calls, or make an appointment with the interpretation phone service.
SLT/PA Meetings	Monthly	Teachers and support staff will act as interpreters. Appointments will be made with interpretation services for parents whose language is not translatable by a staff member. Teachers will use interpretation phone service. During this remote time, we will continue to have translators attend Zoom calls, or make an appointment with the interpretation phone service.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>We will use Skedula and our school's gmail to email everyone the emergency. We also use Kinolved to send out text messages and conduct automated phone calls in the translated languages.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>When parents enroll their child into our school, the Parent Coordinator provides this information during the initial meeting. There is a "what language do you speak?" poster in the PC's office. During this remote time, a pre-registration form indicating language to be contacted in is filled out prior to a phone or Zoom call. This information is translated and/or an interpreter is present to explain this information to the parent. Flyers/brochures/letters are translated via home language when shared through Skedula/Pupilpath. All events are translated with an interpreter.</p>

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	First Day Training
Over-the-Phone Interpretation Desk Aid	Staff Email
Language Access Handbook	Staff Email
T&I Unit InfoHub Link	Staff Email

<p>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).</p>	<p>Staff PD is conducted at the beginning of the year to review Chancellor's Regulation A663. Teachers and staff have access to other teachers who speak the language, Skedula/Pupilpath, interpretation phone line, and Google translate. During this remote learning time, teachers and staff have made individual phone calls to their students and families to ensure any concerns or needs are met, as well as participating in various meetings/activities.</p>
--	---

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>When parents enroll their child into our school, the Parent Coordinator provides this information during the initial meeting. There is a "what language do you speak?" poster in the PC's office. All signs are translated into Spanish and Chinese. During this remote time, a pre-registration form indicating language to be contacted in is filled out prior to a phone or Zoom call. This information is translated and/or an interpreter is present to explain this information to the parent. Flyers/brochures/letters are translated via home language when shared through Skedula/Pupilpath. All parent events are translated with an interpreter. Any language that cannot be translated/interpreted by our staff is sent out.</p>
---	---

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>When parents enroll their child into our school, the Parent Coordinator provides this information during the initial meeting. There is a "what language do you speak?" poster in the PC's office. During this remote time, a pre-registration form indicating language to be contacted in is filled out prior to a phone or Zoom call. This information is translated and/or an interpreter is present to explain this information to the parent. Flyers/brochures/letters are translated via home language when shared through Skedula/Pupilpath. All events are translated with an interpreter.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We use the parent survey results as well as any written or verbal feedback gathered by our staff to evaluate the quality and availability of services. Parent feedback is invited at the end of each SLT/PA meeting, as well as a school-wide event. We have invested in technology services like Operoo, Edgenuity and Remind to name a few, that are more easily translatable for the variety of languages that are represented and constantly changing at LESP.</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:	Lower East Side Preparatory High School
DBN:	01M515
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.	
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:	150
Total # of teachers in this program:	10
# of certified ESOL/Bilingual teachers:	5
# of content area teachers:	5

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>We have found that time spent on task has had a positive effect on our ENL students. We will offer after school sessions for students to meet with content specific and language enrichment courses. Teachers will offer after school support to ENL students in Algebra, Geometry with Mr. Wu (math certification); ENL language support with Ms. Scott (ENL certification); Science support including extended time for labs with Ms. Bazilevsky (Science certification); and Social Studies with Ms. Benavides (Social Studies certification). Many ENL and newcomer students have never been exposed to computer usage. We will also offer a course after school twice a week for computer and tech literacy. This course would be offered by Ms. Robinson. Students would be identified and encouraged to participate in after school programs by their teachers. These services would be offered twice a week after school from 2:30 to 4 PM. This courses will occur during the remainder of the Fall Semester and 14 weeks during the Spring Semester. Courses would be offered in English and when possible there will be supports in the students' home language either using paraprofessionals, and or student community members. (\$16645)</p>
<p>Rationale</p>	<p>Time on task has yielded particularly good results with our ENL students. We expect to offer several after school programs that provide high interest content including Walking Talking New York. This program has provided an engaging curriculum that requires students to take photographs of their experiences around New York City</p>
<p>Subgroups and grade levels of students to be served</p>	<p>We have been designated a TSI school because of the performance of our Spanish speaking students. We will aim our efforts on this particular subgroup of students starting from the ninth grade. We expect over time we will yield positive outcomes with these students as a result of our efforts after school and during Saturday Academy.</p>
<p>Schedule and duration</p>	<p>Our after school programs take place after school and during Saturday Academy. Afterschool programs usually run from 2:30 PM until 4 or 5 PM. Saturday Academy can run up to 6 hours on Saturdays, running between 9 AM and 4 PM.</p>
<p>Language of instruction</p>	<p>Our main purpose is to provide English Language instruction to our students. We do, however try to build bridges between the student's home language and English whenever possible. We have several staff who speak many of the languages of our students; this provides an entry point into our curriculum and building positive, supportive relationships between students and their teachers.</p>
<p>Number and types of certified teachers</p>	<p>We have 5 certified bilingual Spanish teachers in math (2), science (1), and social studies (2); as well as 4 certified ENL teachers as part of our Title III program.</p>
<p>Types of materials</p>	<p>Our Walking Talking New York Title III program offers students the opportunity to take photographs from all around the city and improve their literacy based on the the writing they develop while writing about these images. Students develop a gallery walk based upon their collective efforts. We will use past Regents exam questions to prepare our students for Core Regents exams. These questions will presented in the students home language and in English.</p>
<p>Include any additional details here:</p>	<p>We have found that students who participate in after school and Regents Prep programs perform at a higher rate than students who do not participate.</p>

The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Lower East Side Preparatory High School will institute a Title III program focused on improving student performance through a combination of increased student time on task, curriculum enhancement, targeted professional development, increased emphasis on Advanced Literacy, and parental support and involvement. The foundation of the program will focus on strategies to strengthen connections between bilingual content instruction and ENL instruction. Teachers, through structured afterschool common planning time will develop lessons and units that support both content area classes and Advanced Literacy. The goal of professional development through this Title iii program will be for teacher to create, implement and reflect on effectiveness of Advanced Literacy Hallmarks in math, science, history and ENL classes. Our Instructional Coach will provide weekly professional learning for the Advanced Literacy Hallmarks. Lead by our Peer Coach during the school day, teachers will participate in inter-visitation to observe and provide feedback on the implementation of Advanced Literacy Hallmarks. We will provide teacher per session time to meet in teams to plan lessons and units incorporating the four Hallmarks of Advanced Literacy which are: Work with engaging texts that feature big ideas and rich content; using Talk/ discussion to build language and knowledge; extended writing to build language and knowledge; and study a small set of high-quality vocabulary words to build breadth and depth of knowledge. Our ENL and Special Education teachers have strong pedagogical roots in supporting students through Advanced Literacy and they are a valuable resource to content area teachers. Up to 20 teachers will have up to 10 hours each for planning and review of student outcomes. (\$10,935)</p>
<p>Rationale</p>	<p>Lower East Side Preparatory High School will institute a Title III program focused on improving student performance through a combination of increased student time on task, curriculum enhancement, targeted professional development, increased emphasis on Advanced Literacy, and parental support and involvement.</p>
<p>Teachers to receive training</p>	<p>The goal of professional development through this Title iii program will be for teacher to create, implement and reflect on effectiveness of Advanced Literacy Hallmarks in math, science, history, ENL classes and ICT classes.</p>
<p>Schedule and duration</p>	<p>Our Instructional Coach will provide weekly professional learning for the Advanced Literacy Hallmarks. Lead by our Peer Coach during the school day, teachers will participate in inter-visitation to observe and provide feedback on the implementation of Advanced Literacy Hallmarks. We will provide teacher per session time to meet in teams to plan lessons and units incorporating the four Hallmarks of Advanced Literacy which are: Work with engaging texts that feature big ideas and rich content; using Talk/ discussion to build language and knowledge; extended writing to build language and knowledge; and study a small set of high-quality vocabulary words to build breadth and depth of knowledge.</p>
<p>Topics to be covered</p>	<p>The foundation of the program will focus on strategies to strengthen connections between bilingual content instruction and ENL instruction. Teachers, through structured afterschool common planning time will develop lessons and units that support both content area classes and Advanced Literacy. The goal of professional development through this Title iii program will be for teacher to create, implement and reflect on effectiveness of Advanced Literacy Hallmarks in math, science, history and ENL classes. Our Instructional Coach will provide weekly professional learning for the Advanced Literacy Hallmarks. Lead by our Peer Coach during the school day, teachers will participate in inter-visitation to observe and provide feedback on the implementation of Advanced Literacy Hallmarks.</p>
<p>Name of provider</p>	<p>We will offer support through Generation Ready to support Special Education teachers and Content Area teachers participating in ICT classes. We will also offer support to our Science Teachers through Generation Ready. Our onsite Instructional Coach and Peer Coach will also offer professional learning opportunities.</p>
<p>Include any additional details here:</p>	<p>Not applicable.</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities 	<p>We offer 20-25 parents a weekly, 2-3 hour course, for 14 weeks each semester in technology and ESL. Parents are given the opportunity to learn how to utilize various computer programs including, but not limited to word processing, email, excel, conducting internet searches and checking the progress of their child on Pupil Path. We are giving parents very useful tools for surviving in New York City. In conjunction with this program we provide cultural opportunities for participating parents who may otherwise not have access. We provide workshops in both English and Chinese and prepare parents to see cultural performances including Broadway plays, sporting events, museums and artistic performances. We will hold workshops prior to attending these performances in the parents' native languages to prepare them with information and descriptions about what they will see and experience. We will have discussions and connect to the parents' experience as a new immigrant. By helping to acculturate parents to their new city and community, we enhance the opportunities of ELL parents and broaden the scope of their understanding of our culture. In addition, we will offer ongoing weekly programs to parents. Family Involvement activities result from parental surveys and discussions. Activities will include weeknight ESL/Computer Technology Training and workshops on immigration, financial planning for college, American culture, tax preparation, and addictive behaviors. Literature indicates that parents who involve themselves with their students' schools are better able to support their children's education. Additionally, since most of the parents are recent immigrants, increased ability to interact in their current environment increases their own esteem and potentially impacts them socio-economically.</p>
---	--

Rationale	Parents are given a chance to experience culturally relevant activities that they may never have experienced prior to coming to our school. We want parents to be exposed to activities throughout New York City, like enjoying sports, gaining an appreciation of the arts.
Schedule and duration	We offer many of these programs in the evening and on the weekends in order to maximize parental involvement. WE will offer as many programs as we can based on the budget.
Topics to be covered	Arts, Sports and Culture. In addition we will offer workshops to all of our parents that support Socio-emotional issues. We want them to gain an understanding of the anxiety and stress that students have endured as a result of the pandemic. As a result we offer programs from our schools social worker who shares ways of identifying symptoms of anxiety and depression get an understanding of the college application process, gain an understanding
Name of provider	We currently utilize YAI as a vendor for Broadway Shows. The New York Yankees and New York Mets have been vendors. Top of the Rock, The World Trade Center, Wolman Rink are some of the providers we have utilized in past few years. Parents and student alike have all enjoyed these programs.
How parents will be notified of these activities	Parents are notified via email, parent newsletter and our Parent Association Meetings.
Include any additional details here:	Not applicable

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	21,646	
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	15,236	Students and parents will be invited to cultural experiences in NYC including, museums, performances, sporting events and iconic venues.
Other		
TOTAL		

Allocation Amount (\$):	36882
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school’s Title I Program	Title I SWP
-------------------------------	-------------

Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>We will accomplish goals across all AOCs (High School English, High School Mathematics, Quality Individualized Education Program, Supportive Environment Framework, College Career and Civic Readiness, and Graduation Rate) and enable all students to meet state standards by setting high expectations that begins with a welcoming and affirming environment and using inclusive curricula and assessments while ensuring that instruction is rigorous and supported by ongoing and targeted professional learning for educators.</p>
--	--

Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$388,493	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title I, School Improvement 1003(a)	Federal	\$57,759	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title II, Part A	Federal	0	X	N/A
Title III, Part A	Federal	\$36,645	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title III, Immigrant	Federal	0	X	N/A
Title IV, Part A	Federal	\$14,950	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Tax Levy (Fair Student Funding)	Local	4,306,121	X	ELA, Math. GR, CCCR, Quality IEP, SEF

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of

the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Grand Street Settlement	Hispanic Students	Wellness and Integrated Supports including: Socio emotional supports, Advisory, Clubs	Overall Hispanic attendance will increase by 3% versus the same period last year.
CAMBA	Hispanic Students	Career Readiness and Parent Engagement. language support.	Overall Hispanic attendance will increase by 3% versus the same period last year.

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>The 21st Century Learning Grant is a 5 year partnership between LESP and Grand Street Settlement to support wellness and socio-emotional growth. We will develop an Advisory curriculum that will encourage sharing and community building. We will also be offering a wide range of Club activities for students to actively participate. This is our first year for the grant; we are in the process of identifying candidates for director. I expect that the director will serve on my cabinet, share and provide ideas for best practices and supports for our entire community. Our Learning to Work partnership with CAMBA is going into its fourth year. Students receive support for career readiness, paid internships as well as identifying strengths to build on and weaknesses to improve upon. Alexandra Sanchez has proven to be an excellent supervisor for her program providing her people with support, guidance and resources to build important relationships with students. Alexandra is an active participant on the Principal's cabinet. She is a constant presence at all community activities and has helped to sure up the resources we provide our students.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>We place enormous importance on Family and Community Engagement. We offer workshops for families that have garnered positive responses including the legal rights of immigrants. Our CBO's will work with school counselors to leverage local community mental health services and use referrals to link students and or adults that may need a higher level of care. We will provide family literacy workshops at our site that will cover topics informed by parent needs and interests such as financial literacy, ESL classes, high school/ college readiness, SEL strategies, coping/ stress management, immigrant rights, among others.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>In the last year we hired a restorative dean to support our efforts with conflict resolution. We are working to expand this program to train staff, students and family members to reinforce our belief in this course of action. Our program design will continue to be informed by culturally responsive, trauma informed practices deemed effective in engaging isolated and marginalized youth. We will offer hands on academic enrichment, youth development, family literacy services and teacher professional development that aims to complement school day offerings and provide students with additional educational resources and support.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>We will monitor student attendance in comparison to the previous year and current trends for this year. We will monitor student progress on report cards and teacher and counselor anecdotes. We will pay attention to data from ATS, the New Visions Portal, individual student and teacher reports and surveys. We expect to see a rise in individual grades of students as their attendance improves. We will provide incentives to improve student attendance like extending privileges to those who meet particular standards and expectations. We will provide counseling both in school and from outside sources to support mental health issues that may impede attendance. We will develop resources, in conjunction with our School Social Worker, to provide family counseling when the need arises.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School’s systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Enrollment in our programs will be open to all students. All special needs students will be mainstreamed to "normalize" their experiences and encourage them to reach their full potentials. We will work closely together with support staff and teachers to provide all activities with adaptations and lower staff to student ratios to help address the needs of each child. We have hired hired bilingual personnel and staff experienced with special needs youth. We will also provide training to staff on how to modify activities and handle emergency issues when working with special needs populations.</p>

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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