2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M565

School Name	Urban Academy Laboratory High School

Principal	Christine Olson

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

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

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

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
    - Qualitative and quantitative data, including pre-COVID-19 learning data
    - Potential ESSA Accountability Indicator Goal Sheet.
    - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
    - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Urban Academy Laboratory High School

District Borough Number (DBN):	02M565

Grades Served:	9-12

School Address:	317 E 67th Street, NY, NY 10065

Phone Number:	212-570-5284

Fax:	212 570 5366

School Contact Person:	Christine Olson

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

Principal:	Christine Olson

United Federation of Teachers (UFT) Chapter Leader:	Avram Barlowe

Parents' Association President:	Need to update

SLT Chairperson:	Need to update

Title I Parent Advisory Council Chairperson (PAC):	na

Student Representative(s) Middle /High School:	Katherine Lendenborg

Student Representative(s) Middle /High School:	Micheal White

Community Based Organization (CBO) Representative:	na

School-Based Students in Temporary Housing (STH) Liaison:	Carolyn Egazarian

District Information

Geographic District:	2

Superintendent:	Alan Cheng

Superintendent's Office Address:	335 Adams St. Brooklyn, NY 11201

Superintendent's Email Address:	ACheng3@schools.nyc.gov

Phone Number:	718-923-5181

Fax:	na

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Christine Olson	Principal or Designee*		
Becky Walzer	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Need to update	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Alba Santiago	District Council 37 (DC 37) Representative (staff), if applicable		
	Title I Parent Advisory Council Chairperson (or alternate)		
Micheal White	Student Representative (Required for middle and high schools)		
Katherine Lendenborg	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Prudence Chaiban	Member/		
Nancy Reynoso	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Andrea Kung	Science and future Special Education Teacher	
Daniel Frimpong	Equity Team Member	
Angela Jones	Equity Team Member	
Rachel Wyatt	College Preparation Team	

Stakeholder Participation

Background

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

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Steps

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

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.

- Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

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

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
4.7.21	Equity Team met to review graduation and discharge data				
4.21.21	Equity Team met to identify root causes, needs and inequities.	Equity Team began to identify priorities and goals.			
5.12.21			X	X	
6.3.21	Full Staff Review of Data and Discussion	x	x		
6.7.21				x	
6.11.21					x
5.26.21	x (CPCC Goal)	x	x	x	x
5.20.21	x (IEP Goal)	x	x	x	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
Shingi Middelmann	Equity Team and Sped Coordinator	4.7.21	4.21.21	5.12.21	6.3.21	5.20.21					
Rachel Wyatt	College Planning Team	6.3.21	5.26.21								
Angela Jones	Equity Team Member	4.7.21	4.21.21	5.12.21	6.3.21						
Daniel Frimpong	Equity Team Member	4.7.21	4.21.21	5.21.21	6.3.21						
Becky Walzer	SLT and Co Director	5.26.21	6.3.21	6.11.21							
Nancy Reynoso	SLT	6.11.21									
Laura Newman	SLT	6.11.21									
Prudence Chaiban	SLT	6.11.21									
Isaac Corby	SLT	6.11.21									

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	Urban Academy is committed to classrooms that are based on an inquiry pedagogy; students' ideas are central to our class discussions, course work and required graduation projects. Key features of our pedagogy are: Student choice is central to how we teach. Students must choose to come to Urban; students choose their classes based on interest and academic needs. Consequently, we have mixed grade classes and a unique registration process. Students graduate by demonstrated Proficiency rather than by Regents exams. Our curriculum eschews Regents preparation in favor of rigorous teacher-created college-preparatory courses, emphasizing in-depth exploration over content coverage. We are part of the New York Performance Standards Consortium. In lieu of Regents, students at these schools complete performance-based assessment tasks to graduate. We hold two-week intensives in both September and February that the staff plans collectively and that allow for non-traditional curricular experiences: trips exploring the city, guest speakers and interviews, school-wide scavenger hunts, extensive hands-on art and construction projects, overnight trips etc.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Our school's primary partnership is with the New York Standards Performance Consortium - our emphasis is on students completing and presenting proficiencies in topics and questions important to them, community service, and multiage classes. Our primary forms of instruction are inquiry, discussion, and performance-based assessment. We have important partnerships with a Poetry Foundation, Manhattan Theater Club, and Alvin Ailey. We also have an extensive arts program, also giving students opportunities in photography, painting, filmmaking, collage and printmaking. We have an intentionally created school community, which means: -Urban is committed to working with a very diverse group of students. We find a diversity of life experiences, educational backgrounds, academic skills, political views, socio-economic and geographic attributes makes our classrooms exciting and rich for all learners. -Whether they are transfer students or freshmen, all students have to apply to attend. The one thing every student has in common is that they have actively chosen to be here through our application process whereby students demonstrate their interest in attending Urban and we select students that we think we can serve here, without any preset academic criteria. -Our school community is purposefully kept small enough that everyone can know everyone. We are committed to maintaining a size of roughly 130-160 students. -At the heart of our diverse community - in the halls and in the classrooms - is our "No Personal Attacks" Rule. This allows students with strong, diverse views to share our classrooms and hallways together in a respectful, inclusive manner. Our 2020-21 demographics are as follows: 26% White, 26% Black, 23% Hispanic, and 21% bi or multiracial. 60% are female identifying and 40% are male identifying. 28% of students have IEPs. While the numbers have shifted throughout the year, in April, we have 64% of students return to in person learning, with 33% coming in 4 or 5 days / week. The racial breakdown of this number is roughly: 65% of Black students / families, 68% of white students / families, and 60% of Hispanic students / families choosing hybrid or in-person learning.

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 - 12	Teacher Designed Curriculum	
Math	9 - 12	Teacher Designed Curriculum	

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	147	21	14	112
2019-20	137	19	18	100
2020-21	142	20	22	100
2021-22				

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	9.89	8.82	8.94	N<15
2019-20	9.83	9.87	10.84	N<15
2020-21				
2021-22				

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	35	27	2	6
2019-20	50	41	4	5
2020-21				
2021-22				

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	

Pillar 1 Rationale or Strategies/Interventions:	

Pillar 2: Conduct Student-Centered Admissions	

Pillar 2 Rationale or Strategies/Interventions:	

Pillar 3: Provide Unique Instructional Supports	

Pillar 3 Rationale or Strategies/Interventions:	

Pillar 4: Individualized Student Support Services	

Pillar 4 Rationale or Strategies/Interventions:	

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

Pillar 5 Rationale or Strategies/Interventions:	

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

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

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

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

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Family Relationships	25% of Families do not report that staff have built trusting relationships with them. (N=2). NYC School Survey, 2019-20	Not all adolescents have trusting relationships with their families, and Urban's focus is strongly student-centered. Also, the majority of family communication is text heavy, and this is not accessible to all students' families.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	75	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 75 to 85, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		7/1/21			
NYC School Survey	Parent Responses	75%	80%		

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	09/30/2022	Parent Meetings Held to address whole group and more individual concerns about the return to school
08/30/2022	09/30/2022	Host in-Building Open Houses held for students and families to come to the space, visit classrooms, meet teachers, see the building's resources.
10/04/2022	10/29/2022	With first parent conferences, identify families that we have not reached consistently or effectively and develop new methods of outreach for these families.
09/06/2022	11/30/2022	Work with staff and other professionals to develop a workshop or series for parents about what it means to attend and belong to a racially diverse school. Gather feedback from parents and continue this work with either more workshops, or more opportunities for parents to get to know each other.
09/06/2022	06/03/2023	Starting with the project, and ongoing throughout the year, invite parents as guests and community experts into Project learning and classes and special events throughout the year. Alumni and "Life after Urban" panels are regularly invited to share and participate in full groups (and partial groups). Seek more opportunities to invite and include parents and family members as guests.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	With end of first semester, identify families that we have not reached consistently or effectively and develop new methods of outreach for these families.
02/06/2023	06/03/2023	Starting with the project, and ongoing throughout the year, invite parents as guests and community experts into Project learning and classes and special events throughout the year. Alumni and "Life after Urban" panels are regularly invited to share and participate in full groups (and partial groups). Seek more opportunities to invite and include parents and family members as guests.
02/01/2023	05/27/2023	Work with staff and other professionals to develop a workshop or series for parents about what it means to attend and belong to a racially diverse school. Gather feedback from parents and continue this work with either more workshops, or more opportunities for parents to get to know each other.
03/07/2023	03/25/2023	Host a family event to see the work of the community - either the Musical, the film, or the Project work. invite parents to come and see the work of 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)
08/30/2022	05/27/2023	All of the above - all of the above are intended family collaboration activities	

Human Resources	All staff contacting parents; certain staff targeting outreach and events for parents who need different efforts for engagement.
Instructional Resources	Organizing and utilizing parents as resources for project, life after urban panels, and classes.
Schedule Adjustments	na
Other Resources Needed	na

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)
Completing annual reviews on time helps ensure we are communicating with families about students' needs and the services they are receiving, and making sure their services and goals are as up to date as possible.	%age of Annual Reviews meetings held by their date. (As of May 2021, this data was not available for 20-21	Prior lack of clear responsibility for coordinating Annual Review meetings & IEP writing. High number of Annual Review deadlines concentrated in Sept/Oct/Nov.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve timeliness of completing annual reviews by Increase 30, from 50% to 80, as measured by 2020-21 Principals' Compliance Checklist.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		7/1/21			
Principals' Compliance Checklist	Question CL 39 - IEP Meetings Completed	67.74%	74%		

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?)
12/31/2022	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	SIT (School Implementation Team) discusses students recommended for Special Class to determine whether they can move to ICT in one or more subject areas and determine additional supports that may be necessary.
09/15/2022	01/31/2023	Develop appropriately rigorous standards-aligned annual goals	General education teachers will work collaboratively with special education teachers to determine highest leverage skill areas for each student and design goals that provide multiple opportunities for students to show mastery.
09/10/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special education teachers and related service providers participate in norming sessions around impact statements.
08/31/2022	01/31/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special education liaison, school programmer, and administrator meet weekly to review the mandates listed as not linked to determine next steps and address.
09/14/2022	01/31/2023	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]	All students in the school will be administered a level I vocational assessment via google form that their teachers will have access to.
09/15/2022	01/31/2023	Conduct IEP meetings within specified compliance dates	Develop a shared calendar for the Special Ed team, coordinated by the SpEd coordinator.
10/26/2022	02/24/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SIT reviews all special ed referrals to ensure interventions were implemented and documented before moving forward with a referral for special education services.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	10/29/2022	Family feedback on IEP meetings will be gathered	School Psychologist
12/01/2022	06/30/2023	Family connections with Access VR and SYEP will be encouraged and more relationships will be built in this area	School Psychologist, Access VR

Human Resources	IEP certified teachers will have coverages to facilitate these meetings and related issues. We will work towards getting additional teachers certified through the NYC STEP program.
Instructional Resources	Teacher time working together in writing, revising and implementing student support plans.
Schedule Adjustments	na
Other Resources Needed	na

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)
Improve graduation rate of Latinx / Hispanic students	Graduation rate of Hispanic students lower than whites of blacks for the past two years. (67% for Hispanic students in comparison to 80% for Blacks and 100% for Whites in 2020).	We need stronger connections with Spanish speaking families, both in terms of understanding our school's approach to learning and the path to graduation as well as the educational philosophy and approach of the school. We also need to keep working with families when students need mental health support and the family is opposed to it.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Hispanic	67	By August, 2023, Graduation Rate for Hispanic will Increase 13%, from 67 to 80, as measured by Graduation Rate.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		7/1/21			
RCGS in ATS	graduation rate	67%	75%		

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?)
10/25/2022	10/30/2022	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.
11/02/2022	01/29/2023	Alternatives for students who are not engaging or feeling motivated in school will be pursued, in collaboration with the student, family, and tutorial teacher. The goal will be to keep students engaged in school in the ways that are best for them. These include, but are not limited to, Coop Tech, additional arts opportunities, YABC opportunities, and in some cases, TASC program.
09/28/2022	01/29/2023	Weekly College Counseling for all seniors - happening in both larger and smaller groups - will keep students, families, and tutorial teachers engaged in both monitoring how senior is doing currently, as well as what planning they are doing for the next year. This will help students consider the future, and prepare for this, including graduation. Progress in this college counseling will be communicated regularly to tutorial (Advisory) teachers.
11/02/2022	11/13/2022	Mid-semester adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
09/28/2023	01/29/2023	Weekly progress updates are given by all classroom teachers to tutorial teacher to share and review with students.
10/26/2022	01/29/2023	During full group school meetings at least monthly, students who are completing proficiency (PBAT) work , will be celebrated. In this way, student work will be celebrated for others to see. This encourages students to encourage each other and stay motivated.
01/04/2023	01/08/2023	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
03/08/2023	03/12/2023	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.
05/10/2023	05/14/2023	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.
02/22/2023	02/26/2023	Mid-year adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
04/19/2023	04/23/2023	Mid-semester adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
02/08/2023	02/11/2023	Schoolwide community building activities will include special activities for seniors.
02/22/2023	04/16/2023	Yearbook creation will involve targeted seniors in creating something fun and meaningful for the whole community. Students who are struggling with motivation will especially be included to keep them connected and engaged.
02/01/2023	02/12/2023	Senior "Boot Camp" will be held for seniors who are not on track to finish required credits and proficiencies.
05/31/2023	06/11/2023	Senior "Boot Camp" will be held for seniors who are not on track to finish required credits and proficiencies.
02/22/2023	06/11/2023	Weekly progress updates are given by all classroom teachers to tutorial teacher to share and review with 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)
10/24/2022	10/29/2022	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.	
01/04/2023	01/08/2023	Family Conferences with tutorial teachers about school year progress with all students, including seniors, so far in the school year. Specific plans will be developed for seniors not progressing in their course work.	
03/01/2023	03/08/2023		

Human Resources	Staff collaboration to review how students are doing at various parts of the year. All staff meeting and engaging with parents and other advocates at various times during the year. All staff working together to develop and implement support plans for students who need additional support. All staff working with individual students and monitoring their progress and challenges.
Instructional Resources	Teachers will participate in writing and implementing various support plans in their classrooms.
Schedule Adjustments	Student schedules will be adjusted as supports are needed. Staff schedule accommodations will be made as necessary to meet with parents.
Other Resources Needed	na

AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)

Priority Needs and Root Causes

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

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

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

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	90	By August, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 5%, from 90 to 95, as measured by PBAT completion rate for seniors.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		50%			
PBAT Completion rate for seniors	Seniors completing PBATS	Seniors are in different places, especially given the pandemic and differing levels of engagement in 2020-21.	All seniors will be in progress on 1 or 2 PBATs.		

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?)
11/02/2022	11/13/2022	Mid-semester adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
10/26/2022	10/30/2022	Parent conferences will be held about progress on proficiencies (PBATs).
01/04/2023	01/08/2023	Parent conferences will be held about progress on proficiencies (PBATs).
09/28/2022	01/29/2023	Tutorial Teachers are given weekly progress updates on Proficiency progress to discuss with students.
11/09/2022	01/22/2023	Additional proficiency workshops will be added as needed, by discipline, for students requiring additional proficiency support.
01/25/2023	01/29/2023	Seniors have small group or 1:1 appts with teachers as required to revise and finish proficiencies.

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	02/11/2023	Senior "Boot Camp" offered for students not progressing on their PBATs.
06/01/2023	06/11/2023	Senior "Boot Camp" offered for students not progressing on their PBATs.
02/22/2023	02/26/2023	Mid-year adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
04/19/2023	04/30/2023	Mid-semester adjustments will be made as necessary for students requiring additional academic or emotional support. Students not progressing academically in their courses will be given additional work periods (for support in both organizing and completing missing assignments), additional tutoring, and/or counseling.
02/01/2023	06/11/2023	Tutorial Teachers are given weekly progress updates on Proficiency progress to discuss with students.
01/25/2023	01/29/2023	Departments will share and analyze student progress on proficiencies, and make teaching adjustments as required.
02/22/2023	06/11/2023	Additional proficiency workshops will be added as needed, by discipline, for students requiring additional proficiency support.
03/29/2023	04/02/2023	Parent conferences will be held about progress on proficiencies (PBATs).
06/14/2023	06/18/2023	Seniors have small group or 1:1 appts with teachers as required to revise and finish proficiencies.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/21/2022	10/25/2022	Parent conferences will be held about progress on proficiencies (PBATs).	
03/29/2023	04/02/2023	Parent conferences will be held about progress on proficiencies (PBATs).	

Human Resources	All staff are proficiency teachers; most staff are tutorial teachers (except for those who have an active role in future planning for students)
Instructional Resources	Time dedicated to supporting small group and individual work between students and teachers. Additional tutors are secured as required.
Schedule Adjustments	Some teachers adjusted to provide time for 1:1 or small group work with students at key times of the year
Other Resources Needed	Additional tutors, as required. Model proficiencies from previous students.

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)
3	Student not making writing progress and not responding to classroom interventions for writing progress (teacher or tutorial teacher referral)	1:1 tutoring	tutoring	Scheduled according to the student and tutor's schedule. Sometimes scheduled during tutorial or work period time.	N, although some tutoring can take place virtually, as we did in SY20-21.
2 or 3	Student not making progress on math problems / math skills (teacher or tutorial teacher referral)	After School Math Lab	Small Group	Lunch and/or After School	No
2 or 3	Students needs classroom reading or writing support	Homework Lab	Individual or Small Group	Lunch and/or after school	No
2	Students needing additional teacher instruction can be scheduled (or have their schedule changed) to include a work period or proficiency lab	Work Period	Individual or Small Group	For short or long duration: during school day instead of one class period	No
2 or 3	Teacher referral or family concern	Student Support Plans	Individual	Time and specific services vary depending on the individual support plan for that student	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
2	Student request or family or teacher referral	• Individual/small group counseling	small group or one on one	As part of student course registration process, students are invited to request group or individual counseling. The service can then be provided before, during or after school, depending on what the request is. Parents and teachers can also request counseling services for students.	N
2	Conflict referrals from students or staff	Mediation	small group	before, during or after school	N
2	teacher referral for ongoing behavioral concerns	Co Director meeting and/or agreement	one on one	during school	N
3	Student request or teacher referral	Harm and Healing Circle or Restorative Circle	small group	before or after school - we are just developing this practice and hope to expand it next year. We held our first student and staff circles in SY20-21.	N
2	Teacher or family referral	Substance abuse prevention counseling	one on one or small group	Before or After School	N
3	ongoing concerns from staff and Tier 2 interventions not showing progress	Family Collaborations	one on one	Before or After School	N

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.	8 (as of May 2021)

Describe the services you are planning to provide to the STH population.	We plan to find out what educational needs students have and then provide those that we can - glasses, clothes, access to food, technology, as well as non-material items like counseling and academic support. We also plan to keep these students in mind when we have information about opportunities - for extra curricular programs, internships / jobs, enrichment, college courses, tutoring, scholarships, etc. We also have a strong connection with the Mt Sinai Clinic in our campus, and they are often able to offer additional support for students classified as STH. Finally, we plan to keep an eye on their progress and build strong relationships with their families, to the extent that we are able.

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

Parent and Family Engagement Policy

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

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

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

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

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

Urban Academy Laboratory 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:	2
Borough:	Manhattan
School Number:	02m565

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 Co Director	Christine Olson
Teacher Co Director	Rebecca Walzer
School Secretary / STH Liaisons	Alba Santiago
English as a New Language (ENL)/Bilingual Teacher	Angela Jones
School Counselor	Dani Gonzalez
Teacher/Subject Area	Andrea Kung, Math
Parent	Eddie Lamotta
Parent Coordinator	Anson Dean
Related-Service Provider	Dani Gonzalez

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:	Angela Jones
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]:	NA
Number of certified ESOL teachers not currently teaching ENL:	NA
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	NA

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	155
Total number of current ELLs at your school:	3
Total percentage (%) of current ELLs at your school:	2%
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school _for the 2022-23 school year_. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	none	none	none														0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).	
Stand-alone English as New Language (ENL)	Students choose / prioritize courses based upon the topics or experiences that interest them the most. Once they make their preferences, they work with their tutorial teacher to ensure that they have made strong choices, and work together to either approve or refine these preferences. At this stage, tutorial teachers work with programming team to ensure that students' interest and needs are met. in the courses, the ENL teachers or English teachers work to differentiate for what supports students need. Additional 1:1 or small group work is offered or required (inside or outside of class) as needed on a student by student basis. Weekly Department Work Periods were added last year to offer additional academic support - the specific subject area is chosen by the student and tutorial teacher in collaboration.
Integrated English as New Language (ENL)	Most of the instruction is integrated, with English support happening alongside content growth and academic skill development. Following the process outlined above, all classes incorporate lots of opportunities for students to: discuss, read, collaborate with peers, write, revise, and improve vocabulary. Reading and writing processes are differentiated in classes to ensure appropriate support for all students , including those developing English. In class discussions, students are given many opportunities to hear their peers speak about what is being learned (in presumably more simple English), while also giving them opportunities to practice speaking and expressing themselves in English. There is also attention paid to inviting guests or taking student on fieldwork that allows students to see people working in various professions with various skill sets. Frequently, these guests and fieldwork have a focus on language.
Bilingual Education (If applicable) ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program	na

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?	Our number of students is small (3). Students are programmed for courses with our ENL certified teacher, as well as with our English Certified teachers. We check the minutes required on their level on the RLAT, and ensure that they are programmed accordingly. With such a small number of ENL students, we are able to ensure they have access to the minutes they are entitled to with both the ENL and English teachers. We also share a campus with a well-regarded International School. When we need advice or support for a specific student, we draw on their expertise.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	At this time, none. Our 3 ELL students are not easily divided into subgroups. One student started with us as an overaged, undercredited ninth grader, and her support looks a bit different from the other two ELLs. g
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Our population is too small to effectively answer these questions. (We currently have no long term ELLs).
What percentage of students are former ELLs? How is your school providing services to former ELLs?	n/a at this time.
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?	NA. Only 2 students were tested - no trends noticed.
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?	NA. (Our school uses performance based assessment). Our one ELL who took the ELA Regents this year will receive additional support in regards to this specific exam this year. Overall, we want to see him perform better in our courses, and this should lead to improvements on his ELA Regents exam score.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	1 of our ELL students has excellent attendance. The other two have inconsistent attendance, and it definitely impacts their achievement.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	Spanish, Bengali. We have a few bilingual staff members who can speak the languages of families of ELLs (Spanish and French primarily this year). We also have one staff member who is an immigrants to this country himself and who is able to speak openly and honestly with students and family members about challenges that come with immigrating to the United States. We attempt to communicate with all families in the ways that are best for them - via email, phone, text, or in person.
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)?	NA - only 3 students
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?	NA - only 3 students

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Our number of MLL / ELLs is small, so we look at them individually. We work with their tutorial teacher and classroom teachers to consider where they are having successes, and where they need additional support. All classes incorporate discussion, so we ensure that students have peers they are comfortable speaking with (in small groups or whole class). We also ensure that they have entry points into discussion to ask questions or share ideas. We have an extensive arts program - many ELLs historically are engaged with learning visually and hands-on. We use the arts to ensure that students have places in the school where they feel supported and valued. Similarly, students have opportunities in many classes to follow questions or topics that are of interest to them. We also focus on revision - students across the school are expected to revisit their writing for more clarity, better vocabulary and word choice, and precise meaning. ELLs are included in these revision processes throughout the school.
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.	Each semester begins with a 2-3 week Project. Teachers work in pairs, and work with the same group of students around a particular topic or question, linked to an overall question or theme. In Fall 2022, the Project topic will be focused on STEM and STEM fields. Not only does this project help students begin academic work in a way that is often more fun and relevant, it allows students to get to know a group of other students and two teachers well at the beginning of each semester. This Project also includes many of the instructional strategies found throughout Urban's content area classes and academic program (Sorts, Panels, Fieldwork, Reading Assignments which are discussed, Guests, Public Presentations of Work, etc.). Additionally, as a performance-based assessment school, classes provide opportunities for students to develop and improve their own work. Pre requisites and proficiencies must be completed in each core discipline, and students work with teachers to revise their own work to meet these requirements. Finally, each discipline has a specific approach which centers student thinking, questions, and ideas. In other words, students are regularly encouraged to articulate themselves in speaking and in writing, and to work collaboratively with others. All of these approaches provide multiple paths for students to foster language development. For example, in Math, a problem solving approach is utilized, which allows and encourage students to follow their own strategies, see the strategies of their peers, and make adjustments to their own thinking process. Science learning is focused around experimentation, and students routinely are involved in data collection, data analysis, and experimental design. In Literature and Social Studies, there are frequent discussions around texts, centered around student questions. Students are also encouraged to write their own responses to questions frequently. Finally, the Creative Arts are also considered core content at Urban, providing students various medium and processes to express themselves - this includes, theater, poetry, painting, drawing, and photography to name just a few.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	Our program focuses on student inquiry, student discussions and project-based learning. In every program, students have many opportunities to ask their own questions, develop a path of inquiry or learning related to these questions, and share their learning with their peers. There is also an emphasis on revision. Language development is built over time using these approaches.
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?	Students are allowed quite a bit of choice in which classes (and often teachers) they feel most challenged and supported by. The prerequisite and proficiency system allows flexibility for students to focus on different academic areas at different paces. There are also frequent opportunities for 1:1 and small group work with teachers.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	teacher assessment
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.	writing and/ or math labs, writing tutors, small group academic support, and work periods. These are the primary first interventions for all students, including ELLs. They are offered primarily in English.
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.	na
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	NYC Performance Tasks
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	na
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	ELA Regents, NYC Performance Standards Proficiencies (and prerequisites prior to Proficiencies)
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.	We work with another in our building to ensure that our ENLs take the NYSESLAT.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum	
How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	na
b. SIFE	na
c. Newcomer	na
d. Developing	na
e. Long Term	na
f. Former ELLs up to two years after exiting ELL status	na
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	na
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?	na

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	We have a process of writing, revising and sharing individual support plans for students.
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).	na

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	individual parent conferences throughout the year.
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.	The tutorial teacher and other school staff reach out to families of ELLs following the issuance of mid term grades and comments to discuss the progress and answer questions that families might have.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	na

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	We use the RLAT to identify newly enrolled and current ELLs and their language needs. The school secretary, ENL Teacher, Co-Director, tutorial teacher, and Programmer work together to consider the best schedule and program for newly enrolled and current ENLs.
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.	The school secretary, ENL Teacher, Co-Director, tutorial teacher, and Programmer work together to consider the best schedule and program for newly enrolled and current ENLs. The secretary (admissions coordinator) and co-director ensure that newly enrolled ENLs are identified and brought to the attention of the ENL teacher, tutorial teacher and programmer. The secretary coordinates the best ways to communicate with the families and shares this information with other school staff. Information about newly enrolled students is always shared with all staff - for ENLs, this includes information about their ELL status and needs.

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
Angela	Jones	English Teacher	not sure	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

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

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
English	165	84%	162	83%
Spanish	20	10%	21	11%
Bengali	6	3%	6	3%
Chinese	1	.5	1	.5
Hindi	1	.5	1	.5
French	1	.5	1	.5
Korean	0	0	1	.5
Portuguese	1	.5	1	.5

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	5	5
Twi	1	1
Mandarin	1	1
French	1	1
K'iche	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	For new admits, we run the HLIS. We also use ATS report RCPL to identify family languages. Finally, in the intake process, we ask the family their preferred language(s) for oral and written communication. In many two parent households, there is also variety in the preferred language of each parent, as well. We also note this.

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.
Student comments	every month	Staff have either been translating the written comments, or have contacted parents to translate orally
Family updates - often via email	roughly each month	Staff have either been translating these updates, or have contacted parents to translate orally
Parent Conference Sign Ups	twice per semester	Staff orally contact families and discuss information with them.
IEP	once anually	As needed, the IEP translation office can translate

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 meetings	approx monthly	We regularly find an ASL interpreter for these meetings.
parent conferences	as needed	staff who speak the home language schedule these conferences. If that is not possible, we utilize the phone translation services
IEP meetings	annually	staff who speak the home language schedule these conferences. If that is not possible, we utilize the phone translation services
Junior or Senior College Counseling Meetings	twice annually	staff who speak the home language schedule these conferences. If that is not possible, we utilize the phone translation services

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	phone call or text in the native language of the family (from a staff person who speaks that language).
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	phone call or text in the native language of the family (from a staff person who speaks that language).
(C) If a parent has an emergency and needs to contact the school.	when they call, someone who speaks the native language of the family (from a staff person who speaks that language).

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

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	We have a staff member attend the city trainings, who then communicates with the tutorial teachers of families whose primary language is not English. Our secretary, guidance counselor (or other staff members) provide Spanish translation for tutorial teachers who are not fluent in Spanish. Other languages are handled on an individual basis, depending on the family's language. Our Special Education Coordinator is aware of language translation services available for students in their native language for IEPs and inquires with them and shares as needed.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: • Translated signage • Brochures/flyers/letters shared with parents • Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) • Messaging phone applications • Parent's Guide to Language Access • NYC Public School Guidebook	We will make parents aware of this right through phone calls, parent meetings (where this will be shared and discussed), emails, and translated brochures and fliers. We can provide the parent's guide and guidebooks to families next year as well. Please note that we have had an ASL interpreter present at every full parent meeting this year.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	We have made phone calls to these families, especially to ensure the receipt of key dates and information. We have talked to them individually, as well as talked to their children. To the extent possible, we have delivered information to them or heard from them in the methods they most prefer. We intend to continue in this way. We also anticipate hiring a social worker for 2021-22, and we see this as an important area for growth into next year with this increased capacity.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	We began translating more individual student comments for some families; for other families, we called and shared the reports verbally. This came from parent feedback around who was and was not receiving this information effectively; this has been well received, and we will continue to follow family requests / preferences in regards to this important, individual student information. With regards to the college application process, we ensure that families can work with a staff member who is comfortable in the language they are most comfortable in, which we intend to continue next year. Furthermore, as we generally serve an older student population, we build in additional in person check-ins with these students (from counselor, co-directors and secretary) in school, to reinforce information that other students may be receiving reinforcements around at home. We follow up on student requests to contact family members as needed.

APPENDIX 6: SUBMISSION ASSURANCES

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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.