

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M580
School Name	Richard R. Green High School of Teaching
Principal	Joan Weaver

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Richard R Green High School of Teaching
District Borough Number (DBN):	02M580
Grades Served:	9 - 12
School Address:	7 Beaver St New York, NY 10004
Phone Number:	646-826-8174
Fax:	646-826-8175
School Contact Person:	Joan Weaver
School Contact Person Email Address:	jweaver@schools.nyc.gov
Principal:	Joan Weaver

United Federation of Teachers (UFT) Chapter Leader:	Peter Cocheo
Parents' Association President:	Jung Min Lee
SLT Chairperson:	Nicole Bonanno
Title I Parent Advisory Council Chairperson (PAC):	Alicia Harris
Student Representative(s) Middle /High School:	Mia Vargas
Student Representative(s) Middle /High School:	Erin Adiele
Community Based Organization (CBO) Representative:	Sam Shepard
School-Based Students in Temporary Housing (STH) Liaison:	Lisa Morales

District Information

Geographic District:	2
Superintendent:	Gary Biedleman
Superintendent's Office Address:	333 7th Ave
Superintendent's Email Address:	gbiedleman2@schools.nyc.gov
Phone Number:	718-741-5852
Fax:	212-356-3880

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
Joan Weaver	*Principal or Designee	
Peter Cocheo	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Jung Min Lee	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
NA	District Council 37 (DC 37) Representative (staff), if applicable	
Nancy Marrero	Title I Parent Advisory Council Chairperson (or alternate)	
Mia Vargas	Student Representative (Required for high schools)	
Erin Adiele	Student Representative (Required for high schools)	
Sam Shepard	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Jackie Mayol	Staff	
Nicole Sampson	Parent	
Frieda Lim	Parent	
Nicole Bonanno	Staff	
Bill Malin	Staff	
Pete Cocheo	Staff	
Nancy Marrero	Parent	
Elisa Ours	Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Joan Weaver	Principal/ RRG Learning Community	
Jung Min Lee	PA President/Parent Association	
Peter Cocheo	UFT Chapter Leader/ Teacher Association	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	At Richard R. Green High School of Teaching (RRG) we model respect, curiosity, and commitment to education while creating a caring, active, and collaborative learning environment designed to empower future citizens of a global society. We aspire to develop a responsible, respectful community that maintains a desire to learn, understand and appreciate the diversity of the world around them.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Our commitment at Richard R Green High School for Teaching is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. Within our hallways walk the future educators and leaders of the next generation! We are a diverse group with a 60 - 40 split of females to males from all five boroughs. High standards and expectations for each student in regard to academic performance, extra-curricular activities, and responsible citizenship are the foundation of our school. It is with pride that we encourage each of our students to commit to expand their own learning to be the inspired educators and social leaders of tomorrow. It is the warm and caring contribution our students and staff gift to our school community that makes Richard R Green High School an exceptional learning community. Participation in academic and extra-curricular programs and a willingness to act responsibly as an individual within our educational environment are the factors that enable all to have a successful and enjoyable year.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA:	9 - 12	Teacher constructed materials & resources	
Math:	9 - 12	Emathinstruction	
Math:	9 - 12	Deltamath	
Math:	9 - 12	Teacher constructed materials & resources	

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

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

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

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

AREA OF CONCENTRATION HIGH SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Raise the average score in ELA regents to 80%	2019 January regents results	Challenges to content mastery
Increase students participating in AP English class	2022 June regents ELA results	Increase academic challenge
Increase academic rigor of senior year curriculum for all students	Curriculum unit plans for 12th grade	Increase pass rate for all 12th grade students

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	78	By August, 2023, High School ELA for All Students will Increase 5%, from 78 to 83%, as measured by NYS ELA Regents Exam results.
Students with Disabilities	67	By August, 2023, High School ELA for Students with Disabilities will Increase 10%, from 67 to 77%, as measured by NYS ELA Regents Exam results.
Black	60	By August, 2023, High School ELA for Black will Increase 15%, from 60 to 75%, as measured by NYS ELA Regents Exam results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/20/22			
Scholarship reports from STARS; student transcripts	report cards from the first marking period of students achieving mastery level	70%	70%	Credit accumulation February 2023	June 2023
Scholarship reports from STARS; student transcripts	report cards from the first marking period of students achieving mastery level	60%	60%	Credit accumulation February 2023	June 2023
Scholarship reports from STARS; student transcripts	report cards from the first marking period of students achieving mastery level	60%	60%	Credit accumulation February 2023	June 2023

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/28/2022	01/31/2023	Guidance counselor and teacher review and consult with student with deficits in previous credit accumulations in ELA. Individualized action plan are developed for each student.
09/28/2022	01/31/2023	Teacher training to support struggling students with additional points of entry for all students.
09/28/2022	01/31/2023	Interim assessments to track student progress added to curriculum.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Students with insufficient credits will be referred to support curriculum to make up for missed credit.
02/01/2023	06/26/2023	Teacher training to support struggling students with additional points of entry for all students.
02/01/2023	06/26/2023	Project based assignments will be issued to mirror standardized testing to measure progress levels.

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	01/31/2023	Family Book Club Night	Leadership Project Family Enrichment
02/01/2023	06/26/2023	Meet the author Night	Leadership Project Family Enrichment Night

Human Resources	Team teachers, administration
Instructional Resources	varied by grade
Schedule Adjustments	NA
Other Resources Needed	NA

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Raise the percentage of students passing the Algebra 1 regents exam	2022 June Regents results	Challenges in concept mastery
Raise the credit accumulation rate for Math	2022 June credit accumulation data	Challenges in concept mastery
Reduce the need for remedial math for college entry	2022 senior needing remedial math in college	Challenges in concept mastery

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	10%	By August, 2023, High School Math for Black will Increase 70%, from 10% to 80%, as measured by Algebra 1 June 2022 regents exam results.
All Students	60%	By August, 2023, High School Math for All Students will Increase 25%, from 60% to 85%, as measured by Algebra 1 June 2022 regents results.
Students with Disabilities	30	By August, 2023, High School Math for Students with Disabilities will Increase 30%, from 30 to 60%, as measured by Algebra 1 June 2022 regents exam results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/20/22			
Scholarship reports from STARS; student transcripts	Marking period report cards for mastery levels in Algebra 1.	10%	50%	credit accumulation February 2023	June 2023
Scholarship reports from STARS; student transcripts	Marking period report cards for mastery levels in Algebra 1.	10%	45%	credit accumulation February 2023	June 2023
Scholarship reports from STARS; student transcripts	Marking period report cards for mastery levels in Algebra 1.	10%	45%	credit accumulation February 2023	June 2023

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/28/2022	01/31/2023	Guidance counselor and teacher review and consult with student with deficits in previous credit accumulations in Math. Individualized action plan are developed for each student.
09/28/2022	01/31/2023	Teacher training to support struggling students with additional points of entry for all students.
09/28/2022	01/31/2023	Interim assessments to track student progress added to curriculum.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Students with NX will be referred to support curriculum to make up for missed credit.
02/01/2023	06/26/2023	Teacher training to support struggling students with additional points of entry for all students.
02/01/2023	06/26/2023	Project based assignments will be issued to mirror standardized testing to measure progress levels.

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	01/31/2023	Family Math Instruction Night	Leadership Project Family Activity Night
02/01/2023	06/26/2023	Math Career Night	Leadership Project Family Activity

Human Resources	Math and support team teachers, administration
Instructional Resources	Delta Math, Castle Learning, Emathinstruction, JMAP
Schedule Adjustments	NA
Other Resources Needed	NA

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)
Social Emotional bonding activities scheduled between staff and students	NYC School survey 2022	Build collaborative trust by increasing non-academic activities
Social Emotional support via activities to increase student voice in school routines	NYC School Survey results 2022	Increase student input and voice to school community issues
Social Emotional support to reduce inappropriate social media activity	NYC School Survey results 2022	Use restorative justice techniques to resolve disputes and conflict in lieu of social media.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	2.61	By June, 2023, practices related to Social-Emotional Support will improve .15, from 2.61 to 2.76, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	76	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 76 to 81, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.
Safety & Restorative Approaches to Behavior	89	By June, 2023, practices related to Preventing Bullying will improve 3%, from 89% to 92%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
NYC School survey results	Rating information in collaborative trust categories	2022 results from NYC surveys	Attendance Rates	Attendance rate	NYC school survey results
NYC School Survey results	Personal attention and support - My teacher notices when I am struggling	76%	80%	80%	81%
NYC School Survey responses to bullying activity	Response to survey prompts around bullying	89% responded none of the time	Current survey results	mid year student perception survey	NYC school survey results.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Early orientation - Group activities for incoming class of 2026
08/29/2022	01/31/2023	Advisory group sessions
08/29/2022	01/31/2023	Activity fairs to club orientation for incoming students

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Adjustments to the first semester as needed
02/01/2023	06/26/2023	Adjustments to the first semester as needed
02/01/2023	06/26/2023	Adjustments to the first semester as needed

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)
08/29/2022	06/26/2023	Parent Involvement Activities	Leadership program/ 21st Century
02/01/2023	06/26/2023	Community Showcase/Exhibit	Leadership program/21st Century

Human Resources	all staff
Instructional Resources	NA
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)
Improve curriculum challenge for SWD as appropriate for all SWD	credit accumulation data 2022 - SWD in AP classes rate	Are SWD's prevented from AP program
95% compliance rate for IEP's	June 2022 compliance rate data	Timely reporting for IEP status
Improve credit accumulation rates for SWD	June 2022 promotion in doubt status reports	SWD's behind in grade level status

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	69 students with their program recommendation status	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Move 5% of students with IEP's to less restrictive environment. by Decrease 5% decrease in program requirements, from 69 students with their program recommendation status to reduction in mandated programming, as measured by Movement of SWD to Less Environment Score.
All Students with Disabilities (SWD)	85	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Creation of school-wide communication system of deadlines and teacher response format to compliance deadlines so that we achieve a 95% compliance rate. by Increase 10%, from 85% to 95%, as measured by program services linkage report.
All Students with Disabilities (SWD)	50	By August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Target and support students with IEP's to attain 10+ credits by Increase 10%, from 50% to 60%, as measured by Transcript reviews.

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)
		9/20/21			
Movement of SWD to Less Restrictive Environments Score	Reduction in the number of Recommended programs	10 students with program reductions	69 with programs	credit accumulation data	June promotion status reports
Program Services linkage report	Program recommendaton report	95%	88%	90%	95%
Credit accumulation report	scholarship report	55%	50%	55%	60%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/30/2022	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Timely IEP meetings and updates
08/30/2022	01/31/2023	Develop appropriately rigorous standards-aligned annual goals	PD for Special Ed teachers writing and updating IEPs.
08/30/2022	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	Ensure and schedule ample co-planning time for teachers of gen ed and sped ed in ICT classes.
08/30/2022	01/31/2023	Ensure that programs and services mandated on each student's IEP are delivered	Continuous PD for all teachers on differentiation in the classroom curriculum
08/30/2022	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]	New hire for transition report completion as a per session activity.
08/30/2022	01/31/2023	Conduct IEP meetings within specified compliance dates	Continuous monitoring of due dates for IEP's and scheduled meetings with student and parent.
08/30/2022	01/31/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Director of special ed works in regular contact with school psychologist.

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	06/26/2023	Family Engagement Activities	The Leadership Project

Human Resources	Special Ed teams, social worker, guidance counselor, psychologists, administration
Instructional Resources	Varied by content area
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)
Raise the graduation rate to 90% for all students	Mid 80's % 2022	Credit accumulation deficits
Raise the graduation rate for Students with disabilities to 78%	June rate 2022	credit accumulation deficits
Raise the graduation rate for students of color to 85%	June rate 2022	credit accumulation deficits

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	84	By August, 2023, Graduation Rate for All Students will Increase 6%, from 84 to 90%, as measured by Credit accumulation rate and graduation tracker.
Students with Disabilities	68	By August, 2023, Graduation Rate for Students with Disabilities will Increase 10%, from 68 to 78%, as measured by Credit accumulation and the graduation tracker.
Black	70	By August, 2023, Graduation Rate for Black will Increase 15%, from 70 to 85%, as measured by credit accumulation and graduation tracker.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		August 2023			
Credit accumulation rate	The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31 by the number of students in the cohort.	75% of students on track for graduation	70% of students on track for graduation	Credit accumulation data	June graduation rate
Credit accumulation rate	The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31 by the number of students in the cohort.	50%	50%	credit accumulation data	June graduation rate
Credit accumulation rate	The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31 by the number of students in the cohort.	50%	50%	credit accumulation data	June graduation data

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/28/2022	01/31/2023	Students deficient in credits, <32, at the start of their senior year are individually counseled by guidance counselor and assistant principal. They are given a specific list of courses needed and an action plan to complete the needed credits.
09/28/2022	01/31/2023	Students deficient in credits are assigned to iLearn classes to recover credit in previously failed classes. NX grades are resolved through individual assignments.
09/28/2022	01/31/2023	Parents are informed of possible delay of graduation and steps to remedy the timeline for graduation.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Students deficient in credits, <38, at the start of their senior year are individually counseled by guidance counselor and assistant principal. They are given a specific list of courses needed and an action plan to complete the needed credits.
02/01/2023	06/26/2023	Students deficient in credits are assigned to iLearn classes to recover credit in previously failed classes. NX grades are resolved. Credit recovery is explored for those meeting the criteria.
02/01/2023	06/26/2023	Parents are informed of possible delay of graduation and steps to remedy the timeline for graduation. August graduation possibilities are communicated.

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	06/26/2023	Family Info sessions	Leadership project

Human Resources	Teacher teams, administration, social worker, guidance counselor
Instructional Resources	NA
Schedule Adjustments	NA
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)
Improve CCCR rate by 13% for All students	CUNY application rates 2022	Improve college attendance opportunities for all students
Improve CCCR rates for Students with Disabilities by 20%	CUNY application rates 2022	Improve college attendance opportunities for Students with disabilities
Improve CCCR rate by 15% for students of color	CUNY application rates 2022	Improve college attendance opportunities for students of color

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	47	By August, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 13%, from 47 to 60%, as measured by CUNY application rate, FAFSA completion rate.
Students with Disabilities	50	By August, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities will Increase 20%, from 50 to 70%, as measured by CUNY application completion, FAFSA completion rate.
Black	65	By August, 2023, College, Career & Civic Readiness (CCCR) for Black will Increase 15%, from 65 to 80%, as measured by CUNY application rate, FAFSA completion 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)
		August 2023			
Fafsa Tracker through datainsightpartners.com	Regents Diploma and high school credit earned through participation in an Advanced Placement (AP). Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement.	80%	50%	75%	90%
Fafsa Tracker through datainsightpartners.com	Regents Diploma and high school credit earned through participation in an Advanced Placement (AP). Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement.	60%	30%	50%	80%
Fafsa Tracker through datainsightpartners.com	Regents Diploma and high school credit earned through participation in an Advanced Placement (AP). Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement.	60%	30%	50%	90%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Guidance Counselor and principal will meet with every 12th grade class to promote the completion and benefits of immediate filing of Fafsa and CUNY application
11/23/2022	01/31/2023	Individual appointments for consultation for each student who has not completed the application process. Done by the guidance counselor, principal and teachers trained in the process.
11/02/2022	01/31/2023	Conduct training sessions for teachers and parents in the completion of the applications to turn-key to remaining students.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Guidance Counselor and principal will meet with every 12th grade class to promote the completion and benefits of immediate filing of Fafsa and CUNY application
02/01/2023	06/26/2023	Individual appointments for consultation for each student who has not completed the application process. Done by the guidance counselor, principal and teachers trained in the process.
03/01/2023	04/28/2023	Group sessions for those with incomplete progress toward completion

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/28/2022	01/31/2023	Family Info sessions	Leadership project

Human Resources	teacher teams, administration
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Baseline assessments	ICT support	Small group instruction	During	No
Tier 2	Deficit in credit accumulation	In-class tutoring	tutoring	during	no
Tier 3	Deficit in credit accumulation	After-school tutoring	tutoring	after	no
Tier 3	Deficit in credit accumulation	on-line classes	one-to-one	after school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Request for support from staff and/or student	Staff/teacher intervention	one-to-one	during	no
Tier 2	Request for support parent/teacher or student	Admin intervention	one-to-one	during	no
Tier 3	nature of event	Counselor session	Small group	as appropriate	no
Tier 3	Nature of event	Outside referrals	one-to-one	after school	no

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	19
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students are identified and appropriate information is disseminated to the school community. Identified students are provided with a laptop/WIFI to complete school assignments. The school offers early opening (7 am) and after school supervision for space and time for students to complete school work. The school appropriately provides students with toiletries, a gym uniform, school supplies, and winter clothing. The school Social worker, Psychologist, and school Guidance Counselor work together with identified students to provide outside resources as needed. Individual students are paired with a teacher as a mentor who checks on the student daily and calls the student if he/she is late to school. Attendance is monitored by the Attendance teacher and the Social worker is alerted if the student has chronic absenteeism. The student is encouraged to participate in school clubs, sports, and other activities.</p>
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Art Enrichment Program for incoming freshman Advisory Groups After School tutoring Social/emotional groups as appropriate (Grief) Sports: softball, basketball, volleyball Clubs: yearbook, cheerleading, art(mural)</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>ICT teachers will offer differentiated instruction to identified students within specific content areas as identified on the student(s) IEP Identified students with needed growth areas will receive additional support in the general education classroom Teachers will provide students with additional time to complete classwork/projects NYU tutors will provide assistance in the classroom</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Co-planning with regular education teacher in content areas Grade based team meetings will review individual student work and progress Teachers will organize test dates and due dates for larger projects to be student friendly Tutors will</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent and Family Engagement Policy

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

[School Name], 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:	02
Borough:	Manhattan
School Number:	580

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	Joan Weaver
Assistant Principal	Jackie Mayol
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Mahalia Franklyn
School Counselor	Seth Arzt
Teacher/Subject Area	
Teacher/Subject Area	
Parent	Alicia Harris
Parent Coordinator	Lisa Morales
Related-Service Provider	

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	287
Total number of current ELLs at your school:	15
Total percentage (%) of current ELLs at your school:	5.2%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.7%

PART II: BILINGUAL PROGRAMS

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A			0	0	0	0	0	0	0	0	0	0	0	0	0	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>In the Stand-alone English as New Language the ENL teacher provides one unit of instruction. The ENL teacher provides instruction using materials and rigorous instruction aligned to the Common Core Learning Standards. The additional instructional minutes are provided in the integrated English as New Language model. Students are grouped homogenously. ELLs are supported in the four language modalities using scaffolded materials, audio texts, materials in the home language, sentence stems, whole and small group discussions, read aloud, vocabulary using context clues, guided journal writing, double entry journals.</p>
<p>Integrated English as New Language (ENL)</p>	<p>In the integrated English as New Language (ENL) model, the ENL teacher team teaches with core subject teachers (ELA, Global, US History and Living Environment. The ENL teacher works collaboratively with core subject teachers to write curricula and plan instruction. The ENL teacher incorporates ENL methodologies and scaffolding to make the content comprehensible. Entering, Emerging, Transitioning, Expanding, and Commanding receive instruction in the integrated English as New Language program. Students are grouped heterogeneously. ELLs are supported in the four language modalities using scaffolded materials, audio texts, materials in the home language, sentence stems, whole and small group discussions, read alouds, vocabulary using context clues, guided journal writing, double entry journals, article analysis.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>This question does not apply to our school.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>In an effort to ensure that the mandated number of instructional minutes as per CR Part 154 are provided, a review of students' NYSESLAT/NYSITELL and schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required. Instructional minutes are provided as per the CR Part 154 mandates. Entering ELLs receive the mandated 540 minutes per week of ENL instruction, Emerging ELLs receive 360 minutes per week of ENL instruction and 180 minutes per week of ELA instruction. Transitioning ELLs receive 180 minutes of ENL instruction. Expanding ELLs receive 180 minutes of ENL instruction. Commanding ELLs receive 90 minutes of ENL instruction. The ENL mandated minutes of instruction is provided by our certified ENL teacher by using the integrated model and the stand alone model. In the integrated model, the ENL teacher co-teaches in core classes to provide instruction for every grade level. The are placed according to NYSITELL and NYSESLAT scores. Students receive instruction the following content: ENL, English, Math, Social Studies, Science. ENL and ELA are delivered using a team teaching approach in which instruction is delivered using English as New Language methodologies. In the stand alone model the students are provided with 180 minutes of instruction of English as New Language by the certified ENL teacher. The ENL teacher provides English as New Language instruction aligned to the Common Core Learning Standards. Home language materials such as glossaries, and bilingual dictionaries are provided to students.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>This question does not apply to our school.</p>
<p>In which language(s) is each core content area taught?</p>	<p>This question does not apply to our school.</p>
<p>How is instruction designed to include both languages?</p>	<p>This question does not apply to our school.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>This question does not apply to our school.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>This question does not apply to our school.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>This question does not apply to our school.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>13.3% of ELLs are Newcomers. 0.0% of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE). We examine the level of literacy for Newcomers in the home language as well as English as New Language via students' interviews, writing samples, and teacher assessments. Differentiation include, content support in the home language, glossaries, translation of instructional materials in the student's home language, the use of graphic organizers, visual representations, role play, use of realia, sentence strips. Extended one-to-one instruction is provided by the ENL teacher. If students are potential SIFE, students take the Multilingual Literacy Screener (MLS). If the results of the MLS indicate the student is SIFE, the student take the Writing Screener. Teacher Math assessment and work samples are used to determine Math proficiency level. There is a focus on vocabulary development, visual representations, reading logs, role plays, use of manipulatives, use of realia, sentence strips, instructional materials in the student's home language. The ENL teacher designs individualized instruction to meet students academic needs.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>66.7% of ELLs are Long-Term ELLs. Long-Term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents Exams. Interventions include, but are not limited to the following: a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety on a variety of writing activities that are based on both literacy works and content area readings; the use of exemplars to model good writing, the use of graphic organizers to plan and organize for writing, and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies to incorporating a variety of listening activities. Teachers concentrate on teaching the writing process in order to support students with academic literacy skills with a specific focus on higher-order thinking and writing skills and literacy elements and techniques. The students take advantage of the web-based differentiated-instruction reading program. Teachers utilize the following strategies for developing ELLs: scaffolding of instructional materials, QTEL strategies, KWL charts, word walls, modeling of exemplary work, purposeful grouping, anticipation guides, graphic organizers, annotation, Google translator, content specific vocabulary, think-pair-share, turn-and-talk, 4-corners, annotation, T-charts in order to improve learners' linguistic and academic abilities so they become English proficient and meet Common Core Learning Standards and graduation requirements.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>0.7% of students are former ELLs. Former ELLs are provided with 90 minutes of ENL instruction. The students receive 90 minutes a week in the integrated model in a content area class in ELA, Social Studies or Science, or take advantage of one of the alternative pathway methods such as taking advance placement classes.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The New York English as a Second Language Achievement Test (NYSESLAT) indicates that students are scoring high in the Speaking modality for each grade level. Fewer students are scoring high in Reading and Listening than Speaking and Writing. Zero students in the 10th grade scored high in the Reading modality in Spring 2019 NYSESLAT. A few students in the 10th grade scored low on both the Spring 2018 and 2019 NYSESLAT.</p>

<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>NYSESLAT and Regents exams assessment data indicates that two students at the Expanding level took the ELA Regents exam and did not pass the exam. One Commanding student took the ELA Regents exam and passed the exam. Students that scored 1 or 2 on the ELA assessment in Spring 2019 scored Expanding on the NYSESLAT. One student scored 1 on the ELA assessment and scored commanding on the NYSESLAT in Spring 2019. Students that scored 1 or 2 on the Math assessment in Spring 2019 scored Expanding on the NYSESLAT. One student scored 1 on the Math assessment and scored commanding on the NYSESLAT in Spring 2019.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The at-risk indicators shows that there is a high percentage of long term ELLs. There is a lack of credit accumulation for students in their second and third year of high school as well as students that are over-aged and former ELLs. A high percentage of ELLs did not make any growth as indicated in the NYSESLAT 2019.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home language of ELLs with the largest representation is Spanish. Students' home language and literacy skills are used as a foundation for second language acquisition. Teachers support instruction with the use of the home language. Students home languages are validated when students are given the opportunity to express themselves in the home language if needed. The school has books in the students' home languages available to them. Glossaries and materials in the students' home language are utilized in content areas. ELLs have opportunity to work in collaborative groups with students that speak their home language. The school library offers a wide range of materials in the student home language and has access to all electronic texts in the New York City system in multiple languages. The school's library is used by teachers as a resource for developing their curricula.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>Below is a summary of the racial and ethnic classifications of ELLs in our school. Ethnicity ELLs Hispanic Students ELLs Non-Hispanic Students American Indian or 2 0 Alaskan Native Asian 0 1 Black 6 0 Multiracial 2 0 Native Hawaiian or 0 0 Other Pacific Islander White 4 0 ELLs are included in planning and delivery of culturally responsive and sustaining education. ELLs are invited to participate in Equity Allies school activities and workshops. Additionally, ELLs are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including but not limited to: Peer tutoring, Softball, Boys, and Girls Basketball, College for Every Student, Leadership, Future Project, after school tutoring and Saturday academy for literacy development, language acquisition and Regents preparation.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>NYSESLAT results show that the majority of students with IEPs are scoring at the Expanding level. There were two scores at the Transitioning level for students with IEPs. The data shows that students are most challenged in the area of reading and listening and is impacting the results for these subgroups.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school staff is aware of students that MLs/ELLs. The ENL teacher is a member of the school's Instructional Leadership Team (ILT) and supports the team in developing the school's instructional design that incorporates teaching practices/methodologies that support MLs/ELLs. While students engage with rigorous curriculum materials that are aligned to the Common Core Standards, they also affirm students' racial and cultural identities. During weekly grade team meetings, and common planning meetings, the ENL teacher, and General education teachers collaborate to provide scaffolds, and CCLS aligned curricula.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Each content area (English, Math, Social Studies, and Science) in the Integrated ENL program model is delivered using ENL methodologies. Argumentative writing, non-fiction reading, academic vocabulary, listening and oral language development is taught in the different content areas. In order to make the content comprehensible to foster language development and meet the demands of the Next Generation Learning Standards, differentiated instructional methodologies which incorporate ENL strategies are employed to address students needing further support and those ready for advancement. development Individualized learning plans are developed for each student to establish current level of performance, set goals, and monitor progress throughout the year. Content area teachers are aware of each ELL student's home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging, and community. All content teachers incorporate skills based learning strategies into their lessons, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, skim and scan kills. Small group instruction is tailored to the specific needs of students.</p>
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<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Teachers of MLs/ELLs provide access to academic content areas and accelerate English language development by providing students with scaffolding strategies. ELLs receive instruction in core classes using the same materials as the general population. ELLs are exposed to text-complexity, academic vocabulary, non-fiction, fiction reading and argumentative writing in ENL classes as well as content areas classes. Glossaries/dictionaries are in English and the home language are used by the students. Visuals, audio, graphic organizers are used to address the different learning styles and different proficiency levels. All classrooms are equipped with Promethean board technology allowing for interactive lessons. Students have access to laptops in every class. Materials and textbooks used in the content area classes include, but are not limited to, World History Connections to Today, The Americans, Where are you Going, Where Have You Been? ELLs subgroups: SIFE There is focus on vocabulary development, visual representations, reading logs, role plays, use of manipulatives, use or realia sentence strips, instructional materials in the student's home language. The ENL teacher designs individualized instruction to meet student needs. Newcomer content support in the home language, glossaries, translations, read-aloud, visual representations, role play, use of realia, graphic organizers, sentence strips. Developing KWL charts, word walls, modeling, purposeful grouping, anticipation guides, graphic organizers, T-charts, annotation, Google translator, content specific vocabulary, think-pair-share, turn-and-talk, 4-corners. Long Term a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing, and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies incorporating listening activities, scaffolding of instructional materials, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners linguistic and academic abilities so they become English proficient and meet Common Core Learning Standards and graduation requirements. Students with IEPs teacher, Special Educators co-teacher with the General Education teachers. Grade level instructional materials are used in all classes. Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons to draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELLs with IEPs are taught specific organizational, study, and test-taking skills. Other instructional strategies utilized to facilitate access to grade level content include but are not limited to: read-aloud, note-taking strategies, textbooks at the students identified reading levels, high lighters, graphic organizers.</p>
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<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>ELLs with disabilities are programmed according to their IEPs mandates. ELLs with IEPs are scheduled in core classes in which an ENL teacher co-teaches to provide students with English Language proficiency skills in the least restrictive environment. This allows students to receive Special Education and ENL support in the least restrictive environment. During weekly grade team meetings, and common planning meetings, the ENL teacher, Special Educators and General education teachers collaborate to provide scaffolds, UDL, and CCLS aligned curricula.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Teacher-created assessments, NYSESLAT assessment performance, Regents Examinations scores are used to guide instructional planning for our ELLs. Assessment data is evaluated and analyzed in order to address interventions. Academic interventions include: adapted text, instructional materials in the home language, audio text, scaffolding materials, visual teaching strategies, extra time to complete assignments, glossaries, adaptations made to assignment directions, Google translator, support during after school academic intervention services.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Targeted academic intervention services for ELA, Math, Social Studies, Science include, but are not limited to the following: The ENL teacher provides individualized instruction to meet student needs. The Newcomers ELLs get extended one-to-one instruction with the ENL teacher. Former ELLs attend ENL classes to support advancement in their classes. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSELAT and NYSED Regents Examinations. For long term ELLs, interventions include, but are not limited to the following: a focus on listening strategies, incorporating a variety of listening activities, a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literacy works as well as content area reading; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing, and the use of revision, peer editing, and self-monitoring to model habits of good writers; the use of home language glossaries/dictionaries.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>This question does not apply to our school.</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Teacher-created assessments are utilized to inform and drive instruction. Formative assessments in the form of unit composition writing (particularly argumentative and expository writing), unit exams, quizzes, unit projects are used to inform and drive instruction.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>In order to ensure that ELLs are appropriately evaluated in their home language, when possible, students' home language are used as a foundation for second language acquisition. For example, the use of cognates, and use of home language for expression and understanding. Students' home language is validated when students are given the opportunity to express themselves in the home language if needed. The school has books in the students' home languages available to them. Glossaries in the students' home language are utilized in content areas. ELLs have the opportunity to work in collaborative groups with students that speak their home language.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Regents Examinations results and NYSESLAT results are collected as summative assessments and analyzed to guide instruction and planning, and make curricular decisions. We evaluate student success by measuring student growth in all four language modalities, reading, writing, listening, and speaking as shown on the NYSESLAT. These assessments are analyzed and student performance issues are identified as well as strategies to identify gaps in student performance.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered during the testing period over multiple testing sessions. Sessions 1, 2 and 3 are administered on different days. We designate make-up dates during the testing window as needed. School administrators and teachers will administer and score the assessment. ELLs and former ELLs will continue to receive mandated services during the testing period. Students will be scheduled to take the NYSESLAT during elective classes. Students receive their mandated services in core content classes.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>General Education, Special Educators of ELLs with IEPs and ENL teacher collaborate weekly to provide scaffolds, UDL and CCLS aligned curricula. ML/ELLs with EIPs are placed in the least restrictive environment to receive instruction in the content areas in which the ENL teacher, Special Educators co-teacher with the General Education teachers. Grade level instructional materials are used in all classes. Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons to draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELLs with IEPs are taught specific organizational, study, and test-taking skills. Other instructional strategies utilized to facilitate access to grade level content include but are not limited to: read-aloud, note-taking strategies, textbooks at the students identified reading levels, high lighters, graphic organizers.</p>
<p>b. SIFE</p>	<p>General Education teachers and the ENL teacher collaborate weekly to provide scaffolds, and CCLS aligned curricula Grade level instructional materials are used in all classes. instructional strategies utilized to facilitate access to grade level content include, but are not limited to: There is focus on vocabulary development, visual representations, reading logs, role plays, use of manipulatives, use or realia sentence strips, instructional materials in the student's home language. The ENL teacher designs individualized instruction to meet student needs.</p>
<p>c. Newcomer</p>	<p>General Education teachers and the ENL teacher collaborate weekly to provide scaffolds, and CCLS aligned curricula. Grade level instructional materials are used in all classes. instructional strategies utilized to facilitate access to grade level content include, but are not limited to: content support in the home language, glossaries, translations, read-aloud, visual representations, role play, use of realia, graphic organizers, sentence strips.</p>
<p>d. Developing</p>	<p>General Education teachers and the ENL teacher collaborate weekly to provide scaffolds, and CCLS aligned curricula. Grade level instructional materials are used in all classes. Instructional strategies to facilitate access to grade level content include, but are not limited to: KWL charts, word walls, modeling, purposeful grouping, anticipation guides, graphic organizers, T-charts, annotation, Google translator, content specific vocabulary, think-pair-share, turn-and-talk, 4-corners.</p>
<p>e. Long Term</p>	<p>General Education teachers and the ENL teacher collaborate weekly to provide scaffolds, and CCLS aligned curricula. Grade level instructional materials are used in all classes. Instructional strategies to facilitate access to grade level content include, but are not limited to: a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing, and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies incorporating listening activities, scaffolding of instructional materials, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners linguistic and academic abilities so they become English proficient and meet Common Core Learning Standards and graduation requirements.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>General Education teachers and the ENL teacher collaborate weekly to provide scaffolds, and CCLS aligned curricula. Grade level instructional materials are used in all classes. The students receive 90 minutes a week of ENL in the integrated model in a content area class in ELA, Social Studies or Science or take advanced placement classes.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home language support is assessed and delivered in multiple ways. Teachers support instruction with the use of the home language. ELLs are encouraged to use their knowledge and understanding of their home language to support their learning of the English language and the content areas. Students are given the opportunity to express themselves in the home language if needed. Materials in the student home language are available for the student use. The school library offers a wide range of materials in the students' home language. The school's library is used by teachers as a resource for developing their curricula.</p>

<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Spanish is offered to all students, including MLs/ELLs as a language elective.</p>
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21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>All staff have professional learning opportunities each week. These professional learning meetings allow the ENL teacher to participate in grade level and departmental meetings to case-conference students, share instructional practices, and adapt content in order to support specific academic, language, and social emotional needs of MLs/ELLs. The ENL teacher will provide on-site professional learning and will incorporate strategies and activities to meet the differentiated instructional and social emotional needs of ELLs. The guidance counselor as well as the school leadership are part of the professional learning. In addition, full day professional learning opportunities will also give teachers, administrators and non-pedagogical staff exposure to strategies to support the needs of MLs/ELLs. The ENL teacher, administrators, guidance counselor, parent coordinator, will be schedule to participate in field center support and central professional learning offerings throughout the year.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The ENL teacher and assistant principal who has a TESOL license will facilitate professional development for certified faculty to meet the required 15% of ELL specific hours for certification renewal as per CR Part 154. The ENL teacher participates in professional development facilitated by the Manhattan Borough support center and central in order to meet the 50% of ELL-specific professional development requirements as per CR Part 154.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>ML/ELL family empowerment activities afford families of MLs/ELLs the opportunity to meet on a regular basis with the ENL teacher. Families are invited to attend workshops offered by the DOE, Division of Students with Disabilities and English Language Learners. We also plan to offer a workshop series facilitated by The Leadership Program. The topics will cover the college process, financial aid, helping students succeed in school, responding to challenging behaviors, and restorative justice circles in order to foster social and emotional development.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Families of ELLs are invited to attend annual one-on-one meetings with the ENL teacher to discuss their child's progress as well as the program's goals and objectives, language development progress, language proficiency assessment results and language development needs in all content areas. The ENL teacher reaches out to families to invite them to the annual individual parent meetings. The school bilingual secretary provide interpretation services. We also use the Over-The-Phone interpretation services to obtain interpretation and translation services as needed. All written communication is sent to families in English and the parent preferred language. The ENL teacher maintains a parental outreach log and annual individual meeting log.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>No additional comments.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Students attend an orientation prior to the start of the school year - new student and parent orientation is given in English and the student home language. The guidance counselor meets with new ELLs who enroll throughout the school year. Students who enroll throughout the school year are assigned a student buddy who can make the transition to the new school, culture assimilation and language acquisition smoother. The parent coordinator participates in the student orientation and conducts parent outreach. The parent coordinator provides building tours and introduction to student's teachers. Administrators, guidance counselor and parent coordinator participate in student orientations as well as conduct family outreach via phone calls.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Teachers and assistant principal are members of identification team. In order to initially identify possible ELLs, the following steps are taken: This process which starts at the beginning of the school year is on-going. The process is completed for each student within 10 school days of enrollment and 20 school days for students with IEPs. For students that have been in NYS public schools within the past 2 years, we contact the previous school to get ELL assessment scores and proficiency level. We administer the ELL identification process for students that have been outside of NYS public schools for more than 2 years or are new students enrolling in NYC public schools for the first time. The parent completes the Home Language Identification Survey (HILS) in the parent preferred language. An interview with the parent and student in English and the home language is conducted by a pedagogue. Eligibility for NYSITELL is determined based on the HILS completion and interview. Students that are eligible are administered the NYSITELL and the Spanish LAB for students whose home language is Spanish. We determine if a student is SIFE. Parent notification letters are sent to parents to inform them of the the results of the NYSITELL and ELL status. Once the student has been identified as an ELL, parents are invited to attend a parent orientation meeting facilitated by the ENL teacher and assistant principal. Parents receive information about the different program models. Parents are shown the video to inform them about the program choices available (Transitional Bilingual Education, Dual Language, English as a New Language). They are given a Parent Survey and Program Agreement Form in English and the preferred language. ELLs are placed in the program model selected by the parents.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Lisa	Morales	Parent Coordinator	2020	Yes	Lisa Morales

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
AL	1	0.24	1	0.24
AR	2	.047	2	0.47
BG	5	1.18	5	1.18
CH	7	1.65	5	1.18
FU	1	0.24	0	0
MN	0	0	2	0.47
NO	264	62.26	260	61.32
SP	139	32.78	141	33.25
SX	1	0.24	2	0.47
TU	1	0.24	1	0.24
TW	1	0.24	1	0.24
UD	2	0.47	2	0.47

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	3	4
Russian	1	1
Bahasa	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>In order to assess the school's language preferences of the parent community for both written and oral communication, a review of Part III of the Home Language Identification Survey (HLIS) is conducted. Additionally, a review of ATS reports (RCPL) Parents Preferred Language Report, (RPOB), and (RHLA) Place of birth/home language indicator report and RLER is conducted to identify the students and parents' preferred language. Anecdotal information is acquired during parent conferences and open school.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Newsletter	Monthly	Staff members translate documents. We contact the Translation and Interpretation Unit to translate documents and send the documents for translation. The Translation and Interpretation Unit returns the translated document to us.
Parent Handbook	Yearly	Staff members translate documents. We contact the Translation and Interpretation Unit to translate documents and send the documents for translation. The Translation and Interpretation Unit returns the translated document to us.
Flyers	On-going throughout the year	Staff members translate documents. We contact the Translation and Interpretation Unit to translate documents and send the documents for translation. The Translation and Interpretation Unit returns the translated document to us.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-teacher conference	1 meeting in the fall and 1 meeting in the spring	Interpretation services will be provided by our staff members or the Translation and Interpretation Unit contracted vendors. These services will be contracted prior to the events to ensure timely provision of services through contracted vendors. We will use the free over-the-phone interpretation line to access interpreters for low incident languages not spoken by bilingual staff.
Curriculum Nights	1 meeting in the fall and 1 meeting in the spring	Interpretation services will be provided by our staff members or the Translation and Interpretation Unit contracted vendors. These services will be contracted prior to the events to ensure timely provision of services through contracted vendors. The over-the-phone interpretation services are utilized when needed to access interpreters.

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..)	In the event of a school emergency we communicate and reach parents who prefer to speak a language other than English via School Messenger and Jupiter Ed. Messages are translated in the students' home language. School staff and the over-the-phone interpretation services are used when needed.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	For student-specific events we use school staff to provide interpretation or the over-the-phone interpretation services.
(C) If a parent has an emergency and needs to contact the school.	If a parent has an emergency and needs to contact the school, they communicate with bilingual staff in the main office. If needed, we use over-the-phone interpretation services to communicate with parents.

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	Turnkey Training by the LAC
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).	Staff is informed of the goals of Chancellor's Regulation A-663 and the resources that are available via emails and during staff meetings.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>The school will include a language assistance services rights notification with mailings made by the Parent Coordinator. The school will post a notice in the mail lobby where translation and interpretation services can be obtained. The school will post the Multilingual Parent Welcome Poster, Parents' Bill of Rights. Parents' bill of Rights and Parent's Guide to Language Access will be available to parents during PTA meetings and family night events.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>The school will send The Language Access Parent Survey to gather feedback from parents on the quality and availability of translation and interpretation services. Surveys will be translated in the parents' language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We share the findings gathered from the parent survey regarding the language services provided to parents. We ensure that documents are sent home in the parents' language. Additionally, we ensure that interpretation services are available to parents during school events and visits.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Crisis Team management - Grief sensitivity training Department meetings for vertical alignment Grade team meeting for cross-curricula development AP for All training and curriculum development AVID Advancement Via Individual Determination - Increased trained teachers</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$207,273	X	ELA, Math, graduation rate, supportive environment, college, career and civil readiness, quality individualized education program
Title I, School Improvement 1003(a)	Federal	\$102,097	X	ELA, Math, graduation rate, supportive environment, college, career and civil readiness, quality individualized education program
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal	\$9,719	X	ELA, Math, graduation rate, supportive environment
Tax Levy (Fair Student Funding)	Local	\$2,419,984	X	ELA, Math, graduation rate, supportive environment, career and civil readiness, quality individualized education program

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
The Leadership Program	All Students	The 21st Century program provides a variety of afterschool academic and enrichment programs throughout the year.	ELT
The Leadership Program	Whole Community	TLP provides a part-time Community School Director to spearhead all community school activities with an emphasis on family engagement. The CSD hosts special events, provides parent workshops, supports the PTA, and designs and hosts the Forum.	Family Empowerment
The Leadership Program	Whole Community/Special Populations	The CSD acts as liaison for the vision program and actively finds outside resources to support food/housing/health security. Priority is given to families in temporary housing.	Wellness and Integrated Supports
The Leadership Program	Teachers and School Leadership	The CSD attends SLT meetings and regularly checks-in with faculty and administration to assess community needs. The CSD iterates the afterschool program to ensure it supports school-wide goals and provides opportunities for faculty as well as students to investigate their passions. The CSD leverages the 21st C budget to support school-wide initiatives.	Collaborative Leadership
The Leadership Program	Special Populations	The CSD and afterschool facilitators regularly share information about students and their needs. Thus, the program provides an additional avenue by which students are referred to academic or social-emotional counseling.	Wellness and Integrated Supports
The Leadership Program	All Students	The afterschool program is designed to highlight student choice and voice, provide college and career readiness, assist students in understanding and passing academic classes, and provide relationships with trained teaching artists. This strategy increases school connectedness and attendance. Students with chronic absenteeism are targeted for enrichment services.	Every Student, Every Day

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school’s annual goals.</p>	<p>The Leadership Program (TLP) provides a part-time Community School Director (CSD) with the focus of connecting day-school and after-school programs and ensuring that RRG’s themes and priorities are upheld throughout activities. The CSD schedules and facilitates quarterly collaborative planning and quality self-assessment meetings to ensure the effective use of funds, interrogate program data, and respond to participant feedback. In collaboration with TLP and RRG leadership, the CSD observes programming and provides professional development for facilitators. The CSD attends PTA and SLT meetings and checks-in in with school administration and teachers on a regular basis.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students’ holistic development.</p>	<p>The CSD works closely with the Parent Coordinator to share information with and solicit feedback from parents regarding all aspects of school culture. We will use several venues during the school year to share school information and provide opportunities for families to gain knowledge, learn skills, share experiences and ideas, and build peer and parent teacher networks to support their children’s learnings. These venues will also inform and solicit parents on the various opportunities to become involved with their school, including participation on the School Leadership and Community School Teams and the Community School Forum. During Parent Teacher Night and Parent Organization meetings, we will provide opportunities to share experiences and strategies and form school-parent and peer support networks. We will also ask parents about strengths and skills they have and how they would like to contribute to the school community. The afterschool program regularly includes family engagement opportunities through performances, “open club” sessions, and field trips. TLP provides both family engagement and family literacy workshops such as Yoga and Family Game Night or Academic Success: What’s My Child’s Learning Style and Effective Partnerships with My Child’s School.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Empowering students to succeed begins with shifting the way they feel about themselves. Students who are isolated in their schools and communities lack the motivation to achieve in the classroom. Developing leaders starts with instilling a sense of belonging. All TLP youth development programs engage students in social emotional learning (SEL). We first teach students to understand their own feelings, then turn that self-awareness into empathetic relationships, responsible decision-making and critical thinking skill building. Expanded learning programs give students a safe space to cultivate their creativity and develop social responsibility while having fun. Our dynamic role models are professionally trained not only in their respective crafts, from music to dance to yoga and everything in between, but also in strategies for incorporating social and emotional learning into these engaging activities.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>The 21st Century Expanded Learning Time program is a primary strategy for reducing chronic absenteeism. Studies show that participation in these programs positively impacts day-school attendance. For example, a 2004 study of students in Minneapolis found afterschool participants came to school an average 18.4 more days than their peers. The ELT program at Richard R. Green is designed to highlight student choice and voice, provide college and career readiness, assist students in understanding and passing academic classes, and provide positive relationships with trained teaching artists. This strategy increases school connectedness and attendance. Students with chronic absenteeism are targeted for enrichment services. TLP's CSD and afterschool facilitators act as success mentors to the students in the program. If a student is absent, our staff will conduct a wellness check. Repeated absences and unanswered messages, and any conversation that can be categorized as a mental health flag are shared with school administration and counselors.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Publicly-funded Expanded Learning Time programs are an equity strategy. According to the Pew Research Center, there is an opportunity gap between low-income youth and families earning \$75,000+ when it comes to access to enrichment programming. Studies show that, in addition to teaching specific skills, enrichment programs build human and cultural capital. Our multi-pronged strategy for ensuring equity for all students starts with the Attendance Team. This team is careful to investigate attendance data for subgroups and respond to trends with appropriate interventions. For example, we work closely with the DOE's STH Team to connect school and shelter staff, establishing a wholistic approach for supporting families and streamlining communication. MetroCards and Gift Cards are used strategically to remove obstacles to attending school. All students are welcomed into the afterschool program regardless of housing, language, or disability status. TLP works to expand a collective equity lens within education by training staff to examine and unpack the identities of themselves and their students while recognizing both the current and historical context. This process allows for meaningful discussions around intersectionality, positionality, power, race, oppression, and privilege. Bias, mindsets, and mental schemas are then examined and acknowledged. The lived experiences and narratives of students and families are then examined with a critically conscious lens to determine ways to promote and center culturally responsive pedagogy and programming delivery. We utilize surveys, student focus groups, and in-person observations to assess the delivery of culturally responsive curriculum and programming.</p>

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.
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