2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M600

School Name	The High School of Fashion Industries

Principal	Daryl Blank

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

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

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The High School of Fashion Industries

District Borough Number (DBN):	02M600

Grades Served:	9-12

School Address:	225 W. 24th St. New York, NY 10011

Phone Number:	(212) 255-1235

Fax:	(212) 255-4756

School Contact Person:	Daryl Blank

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

Principal:	Daryl Blank

United Federation of Teachers (UFT) Chapter Leader:	Derek Stampone

Parents' Association President:	Felicia Fann

SLT Chairperson:	Danielle Silva

Title I Parent Advisory Council Chairperson (PAC):	N/A

Student Representative(s) Middle /High School:	N/A

Student Representative(s) Middle /High School:	N/A

Community Based Organization (CBO) Representative:	N/A

School-Based Students in Temporary Housing (STH) Liaison:	N/A

District Information

Geographic District:	2

Superintendent:	Vivien Orlen

Superintendent's Office Address:	333 7th Avenue, New York, NY 10001

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

Phone Number:	(917) 783-5307

Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature
Daryl Blank	*Principal or Designee	
Anne Looser	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Tania Sanabria	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
	District Council 37 (DC 37) Representative (staff), if applicable	
	Title I Parent Advisory Council Chairperson (or alternate)	
Kyle Shao	Student Representative (Required for high schools)	
Sara Smith	Student Representative (Required for high schools)	
Danielle Silva	Council of School Administrators Representative	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Stacey Hemby	Parent	
Kimberly King	Parent	
Nelsa Boyer Madisson	Parent	
Harolyn Mitchell	Parent	
Vinitha Nair	Parent	
Shanine Nolan-Cabey	Parent	
Khalilah Ramsey	Parent	
Izmira Tawfeek	Parent	
Abby Kass	Staff	

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	The Mission of the High School of Fashion Industries is to provide challenging, creative and effective career, technical and academic training for New York City students. The faculty and administration of our school, working with the cooperation of the parents and student body, seek to provide a unique learning experience and a specially tailored program for all students who have an interest in a fashion related field. Our mission has several components: ?? To offer programs which provide every student with the opportunity to excel: academically, vocationally, technically and socially. To foster skills and work habits, enabling students to succeed academically, mature socially, and develop physically, leading to success both during and after the high school experience. To develop programs preparing students to be active and collaborative participants in a democratic multicultural society and a highly complex technological world. To provide students with applicable hands-on learning experiences, encouraging the development of skills needed to succeed in the fashion industries and/or post-secondary educational experiences. To devise programs that create applied learning experiences that merge academic and career skills, helping students see unity within the diversity of learning. To strengthen ties with the business community, providing students access to the latest innovations and technological advances as well as to special enrichments and on-the-job training. To foster professionalism and collaboration among the entire school community, drawing upon the unique talents and expertise of that community.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	The High School of Fashion Industries (HSFI) is a Career and Technical Education school where students major in Fashion Design, Merchandising, Visual Display, or Graphics and Illustration in addition to taking their core academic subjects. HSFI is a Title I school where over 80% of our 1,750 students receive free or reduced lunch. With help from our corporate Advisory Board, most HSFI students participate in internships and experiences to gain real world insight into the fashion industry. Annually, the school year culminates in a series of student work celebrations including our fashion show, senior art show and International Center of Photography exhibit, with accompanying window displays. The connection to their CTE major and this variety of industry partnerships provide the added benefit of motivating our at-risk students to attend school regularly (we maintain a 91% attendance rate) and succeed in their academic classes. The school was originally founded as Central Needle Trades High School in a garment loft on West 26 th Street in 1926. Its original purpose was to provide a trained workforce for the many trades in fashion-related industries. Most of its students were immigrants or the children of immigrants who were trying to make better lives for themselves in a new country. Over the past 89 years, HSFI has continued to work to give our students opportunities for better lives. In 1926, this meant preparation to work in a garment center factory. Today it means access to college and a career where our students will be able succeed in the 21st century global economy Approximately sixteen percent of the students have Individualized Education Plans with approximately 5% self-contained. As students move from 9th through 12th grade, they take an increasing number of classes within their major. As many as one-third of them continue to pursue these majors after graduation, moving on to colleges like FIT and Parsons.

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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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)
Needed increased performance of English Language Learners on the NYS Common Core ELA Regents	At end of the 2022-23 school year, 74% of English Language Learners passed the NYS Common Core ELA Regents	Difficulty in our English Language Learners developing the academic and personal behaviors needed to succeed on the NYS Common Core ELA Regents
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	74	By June, 2023, High School ELA for English Language Learners will Increase 2%, from 74 to 76, as measured by NYS Common Core ELA Regents

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)
		2021-22 School year data			
STARS Scholarship data for ELA classes Cohort Y	Passing rate percentage	N/A	65% of Cohort Y students passing their ELA class	70% of Cohort Y students passing their ELA class	76% of Cohort Y students passing their ELA class

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?)
08/31/2022	01/31/2023	Prepare first installment of Engage NY ELA Modules and distribute to students
08/31/2022	01/31/2023	Collaboratively work with teaching staff on a suggested lesson plan template for remote learning with synchronous instruction
08/31/2022	01/31/2023	Prepare a series of formative and summative assessments for the Fall 22-23 term

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?)
02/01/2022	06/30/2023	Prepare second installment of Engage NY ELA Modules and distribute to students
02/01/2022	06/30/2023	Collaboratively work with teaching staff to refine a suggested lesson plan template for remote learning with synchronous instruction
02/01/2022	06/30/2023	Prepare a series of formative and summative assessments for the Spring 22-23 term

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	School Principal will communicate with families every Sunday of the school year through phone calls, emails and social media about key components of the school's academic requirements	N/A
09/13/2022	06/24/2023	School will consistently communicate with families about graduation requirements in English through the Family Engagement Assistant Principal	N/A

Human Resources	ELA Assistant Principal, Family Engagement Assistant Principal, Guidance Counselors
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increasing the percentage of students passing the NYS Common Core Algebra Regents	In June 2023, 68% of all students passed the NYS Common Core Algebra Regents	Students coming into high school with low levels of math proficiency and not enough progress being made during high school
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	68	By June, 2023, High School Math for All Students will Increase 3%, from 68 to 71, as measured by NYS Common Core Algebra Regents.

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)
		2021-22 School Year data			
STARS Scholarship data for Math classes Cohort Y	Passing rate percentage	N/A	65% of Cohort Y students passing their Math class	68% of Cohort Y students passing their Math class	71% of Cohort Y students passing their Math class

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?)
08/31/2022	01/31/2023	Prepare first installment of Engage NY Math Modules and distribute to students
08/31/2022	01/31/2023	Collaboratively work with teaching staff on a suggested lesson plan template for remote learning with synchronous instruction
08/31/2022	01/31/2023	Prepare a series of formative and summative assessments for the Fall 22-23 term

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?)
02/01/2022	06/24/2023	Prepare second installment of Engage NY Math Modules and distribute to students
02/01/2022	06/24/2023	Collaboratively work with teaching staff to refine a suggested lesson plan template for remote learning with synchronous instruction
02/01/2022	06/24/2023	Prepare a series of formative and summative assessments for the Spring 22-23 term

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	School will collaborate with SAGA Education to provide targeted Algebra support to selected 9th graders who enter high school below grade level in Math	SAGA Education
09/13/2022	06/24/2023	School will consistently communicate with families about graduation requirements in Math through the Family Engagement Assistant Principal	N/A

Human Resources	Math Assistant Principal, Family Engagement Assistant Principal, SAGA Education tutors and mentors
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Our students need to feel Cared For and Challenged with the goal of 100% of students feeling that they have at least one adult who that they confide in	The 2021-22 Panorama Survey indicated that 45% of students felt that teachers supported them when they were upset	There has not been the creation of a school environment in the classroom where teachers are recognizing when students are upset and them not having the tools to support them
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	45	By June, 2023, practices related to Social-Emotional Support will improve 15%, from 45 to 60, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

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	Baseline Data October 2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
NYC DOE Learning Environment Survey	School-created survey with Social Emotional Learning type questions including questions about teachers support when students are upset	N/A	45% positive responses	52% positive responses	60% positive responses

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?)
08/31/2022	01/31/2023	Development of a Student-Led Advisory that meets weekly that focuses on the development of Emotional Intelligence
08/31/2022	01/31/2023	Development of a Wellness Team consisting of counselors, social workers and community based organizations to figure out how to best support students
08/31/2022	01/31/2023	Train teaching staff around student trauma and how to best support students when they are upset

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Continue to develop and execute a Student-Led Advisory that meets weekly that focuses on the development of Emotional Intelligence
02/01/2023	06/30/2023	Continue to develop and execute a Wellness Team consisting of counselors, social workers and community based organizations to figure out how to best support students
02/01/2023	06/30/2023	Continue to develop and execute the training of teaching staff around student trauma and how to best support students when they are upset

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	School Principal will communicate with families every Sunday of the school year through phone calls, emails and social media about key components of the school's academic requirements	N/A
09/13/2022	06/24/2023	School will consistently communicate with families about graduation requirements in Math through the Family Engagement Assistant Principal	N/A

Human Resources	Principal, Assistant Principals including Family Engagement Assistant Principal, Counselors, Social Workers, CBOs
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Lower the percentage of students who are chronically absent	According to the NYC DOE Insight Beta data, 64% of our students were classified as Chronically Absent during the 2022-23 school year	Horrific learning conditions for remote learning during the 2020-21 school year and then a rough year back to school in 2021-22
N/A	N/A	N/A
N/A	N/A	N/A

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSEDâ€™sPotential ESSA Indicator Goal Sheet, if applicable. Refer to NYSEDâ€™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	40	By June, 2023, Chronic Absenteeism for All Students will Decrease 25%, from 40 to 30, as measured by Chronic Absent 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)
		2021-22 School Year data			
Chronic Absenteeism Rate	Percentage of Students classified as Chronically Absent	40%	40%	35%	30%

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?)
08/31/2022	01/28/2023	Create and execute a daily attendance system on school's Jupiter Grades system to capture daily attendance
08/31/2022	01/28/2023	Create and execute an attendance team to identify and follow up with at-risk and chronically absent students
08/31/2022	01/28/2023	Execute consistent follow-up by school counselors and community based organizations to support these at-risk and chronically absent 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?)
02/01/2022	06/30/2023	Refine daily attendance system on school's Jupiter Grades system to capture daily attendance
02/01/2022	06/30/2023	Monitor school's attendance team effectiveness in following up with at-risk and chronically absent students
02/01/2022	06/30/2023	Execute consistent follow-up by school counselors and community based organizations to support these at-risk and chronically absent students

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2022	06/30/2023	School-based Attendance Teacher communicates and visits homes of students at-risk of being chronically absent	N/A
08/31/2022	06/30/2023	School is constantly in communication with families about the importance of attending school	N/A

Human Resources	Attendance Teacher, Guidance Counselors, Community Based Organizations (Institute of Family Health, Partnership With Children)
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students With Disabilities have a post-secondary plan in place	Our baseline data from the 2022-23 school year was 50% of SWDs had post-secondary plans in place	Challenges of SWDs developing the academic and personal behaviors needed to succeed in college and career
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Students With Disabilities having a post-secondary plan in place by Increase 25, from 50% to 75, as measured by Career Plan, Transition Data

Progress Measures and Targets

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

number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		2021-22 School year data			
Stars Postsecondary Planning Tracker, Career Plan, Level I	Completion rate percentage	50	50% Completed	65% Completed	75% Completed

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?)
08/31/2022	06/30/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	-Special Education AP's and teachers will review IEPs to ensure each student is programmed according to their program recommendations. Periodic checks will be performed -The SWD Department will work in conjunction with the programming team to review programs and update as changes take place.
08/31/2022	06/30/2023	Develop appropriately rigorous standards-aligned annual goals	-The Special Education Team will work with General Education teachers and related service providers to obtain appropriately rigorous standards-aligned annual goals -IEP review will be conducted to monitor
08/31/2022	06/30/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	SIT Team will conduct IEP reviews to ensure 'impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum is being met.
08/31/2022	06/30/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education AP's will review Program Linkage reports to ensure recommendations and services are aligned with programming.
08/31/2022	06/30/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Special Education AP & Teachers will review transition compliance report. Special education teachers team and transition coordinator will conduct student vocational assessments at the time of the meeting
08/31/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Special Education AP will review and distribute IEP caseload to ensure meetings are held in accordance with the SOPM
08/31/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SIT Team will review and discuss anecdotal and referrals made for special education services

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	The school's special education teachers will be in consistent communication with the families of Students With Disabilities	N/A
09/13/2022	06/24/2023	The school will employ an IEP teacher who will oversee the quality control of student Individualized Education Plans	N/A

Human Resources	Special Education Assistant Principal, Social Worker, IEP Teacher, IEP Compliance Coordinator
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

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)
Maintain student progress to keep the school's overall graduation rate consistent	Our graduation rate at the end of the 2022-23 school year was 85%	Strong collaboration between the school's key stakeholders - students, staff and families - to help our student succeed in school
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	80	By June, 2023, Graduation Rate for All Students will Increase 5%, from 80 to 85, as measured by Graduation Rate

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data October 2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Credit Accumulation of Cohort Y students during the 2022-23 school year	Passing rate percentage	N/A	80% of Cohort Y students passing all their class	82.5% of Cohort Y students passing all their class	85% of Cohort Y students passing all their class

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. <u>Note:</u> 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?)
08/31/2022	01/31/2023	Create and monitor system of teachers and counselors insured that students' IEPs are being executed
08/31/2022	01/31/2023	Consistent counselor check-ins with students and their families regarding their academic progress
08/31/2022	01/31/2023	Differentiation of instruction by teachers for special education students in alignment with individual IEPs

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/30/2023	Evaluate effectiveness of system of teachers and counselors insured that students' IEPs are being executed
02/01/2022	06/30/2023	Consistent counselor check-ins with students and their families regarding their academic progress
02/01/2022	06/30/2023	Differentiation of instruction by teachers for special education students in alignment with individual IEPs

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	School Principal will communicate with families every Sunday of the school year through phone calls, emails and social media about key components of the school's academic requirements	N/A
09/13/2022	06/24/2023	School will consistently communicate with families about graduation requirements in Math through the Family Engagement Assistant Principal	N/A

Human Resources	Principal, Assistant Principals including Family Engagement Assistant Principal, Counselors, Social Workers, CBOs
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

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)
To improve the number of students who are identified as College Ready upon graduation	At the end of the 2022-23 school year, 71% of our students achieved College Readiness status	Difficulty in developing the academic and personal behaviors of our student body that impacts their ability to qualify as College Ready by the NYC DOE standards
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	71	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 3%, from 71 to 74, as measured by College Readiness

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
STARS Scholarship data for Math classes Cohort Y	Passing rate percentage	N/A	60% of Cohort Y students passing their Math class with College Readiness proficiency	67% of Cohort Y students passing their Math class with College Readiness proficiency	74% of Cohort Y students passing their Math class with College Readiness proficiency

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?)
08/31/2022	01/31/2023	Prepare first installment of Engage NY Math Modules and distribute to students
08/31/2022	01/31/2023	Collaboratively work with teaching staff on a suggested lesson plan template for remote learning with synchronous instruction
08/31/2022	01/31/2023	Prepare a series of formative and summative assessments for the Fall 22-23 term

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?)
02/01/2022	06/30/2023	Prepare second installment of Engage NY Math Modules and distribute to students
02/01/2022	06/30/2023	Collaboratively work with teaching staff to refine a suggested lesson plan template for remote learning with synchronous instruction
02/01/2022	06/30/2023	Prepare a series of formative and summative assessments for the Spring 22-23 term

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	School Principal will communicate with families every Sunday of the school year through phone calls, emails and social media about key components of the school's academic requirements	N/A
09/13/2022	06/24/2023	School will consistently communicate with families about graduation requirements in Math through the Family Engagement Assistant Principal	N/A

Human Resources	Principal, Assistant Principals including Family Engagement Assistant Principal, Counselors, Social Workers, CBOs
Instructional Resources	Culturally Relevant Curriculum to provide relevancy to students to attend school regularly
Schedule Adjustments	Special Wednesday schedule based on Student Interests to motivate students to attend school and maintain strong academic standing
Other Resources Needed	N/A

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)
Enroll at-risk math students into SAGA Education (Tier 2)	NYS Middle School Math Exam scores	Math Enrichment services	Small group tutoring	During the school day	Yes
Enroll at-risk students in Wednesday tutoring sessions (Tier 2)	Progress Reports during Fall and Spring semesters	Enrichment services across all subjects	Small group and one-on-one tutoring	During the school day	No
Report Card Conferencing with teacher and student feedback-based interventions (Tier 2)	Progress Reports during Fall and Spring semesters	Counselingservices	One-on-one counseling	During the school day	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Schedule regular meetings with a school-based social worker (Tier 3)	At-risk personal and academic behaviors	Mentorship and Guidance services	One-on-One	During the school day	No
Schedule regular meetings with a community-based organization social worker (Tier 3)	At-risk personal and academic behaviors	Mentorship and Guidance services	One-on-One	During the school day	No
Mentorship with a Social Emotional Youth Leader trained in Yale Center for Emotional Intelligence and Peer Group Connection strategies	At-risk personal and academic behaviors	Mentorship and Guidance services	One-on-One	During the school day	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	95

Describe the services you are planning to provide to the STH population.	The STH population will be immediately placed in the Tier 3 category with all the individual supports that go along with that level of intervention. School based social workers and counselors will be constant communication with these students to see how they are doing and the impact of their temporary living conditions. STH funds will be used to offer them the materialistic supports that might be needed under these living conditions. There will be consistent reflection on how best to support these students during the school year.

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:	M
School Number:	600

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	Daryl Blank
Assistant Principal	Nancy Moore
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Jennifer Bohner
School Counselor	Amelia San Jorge
Teacher/Subject Area	
Teacher/Subject Area	
Parent	Elsa Broncano
Parent Coordinator	Danielle Silva
Related-Service Provider	Brienne McGuinness

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:	4
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]:	
Number of certified ESOL teachers not currently teaching ENL:	2
Number of teachers who hold both content area/common branch and ESOL certification:	4
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 not currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	1636
Total number of current ELLs at your school:	70
Total percentage (%) of current ELLs at your school:	4.3%
Total number of former ELLs at your school:	17
Total percentage (%) of former ELLs at your school:	1.5%

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													0	0	0	0	0
TBE																	0
TBE																	0
DL													0	0	0		0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	We have a standalone heterogeneous ENL class for grade 9. For all ELLs, comprised of 14 Expanding students and 11 Transitioning students. The stand-alone course supports student reading and writing with specific emphasis on journals and revision and non-fiction reading practice. We have a standalone heterogeneous ENL class for grade 10. For all ELLs, comprised of 16 Expanding students, as well as our three Transitioning students, one Entering ELL . All standalone classes are taught by teachers licensed in ENL/ELA. Students are grouped by cohort grade. We plan to continue this model for our incoming 9th-graders. The stand-alone course supports student reading and writing with specific emphasis on persuasive writing, revision and multi-genre reading practice. We have one teacher dual licensed in ELA/ENL, one dual licensed Living Environment/ENL and two in ENL, one in ENL and Sped, so that we can offer the following: Entering-- 180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week of Integrated ENL/ELA taught by a ENL/ELA licensed teacher, and 180 minutes a week with an ENL teacher pushing in to a Content Area class. Emerging-- 180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Transitioning-- 180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Expanding-- 90 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Commanding-- 90 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Our AP of ELA/ENL reviews the NYSESLAT results for existing and incoming students and then works with the programmer to insure students are programmed are served for the number of minutes mandated.
Integrated English as New Language (ENL)	Our Commanding ELLs are programmed in ELA ICT classes. Between the two teachers assigned to the class, one or both have the ENL and/or ELA license. The ICT model allows us to give more individualized support to both Gen Ed and Sped former ELLs.

Bilingual Education (If applicable)
 	
  ▪ Transitional Bilingual Education (TBE) program
  ▪ Dual Language (DL) program
	N/A

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?	The Integrated model follows the ELA curriculum based on Next Generation standards. Teachers scaffold and support students as needed and with a specific emphasis on on ski l ls supported through the implementation of The Writing Revolution. We have Integrated ENL for each grade 9- 12 . All Integrated ELA classes are taught by teachers licensed in ENL/ELA. Students are grouped by cohort grade. We plan to continue this model for our incoming 9th-graders. We have one teacher dual licensed in ELA/ENL, one dual licensed Living Environment/ENL and two in ENL, one in ENL and Sped,, so that we can offer the following: Entering-- 180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week of Integrated ENL/ELA taught by a ENL/ELA licensed teacher, and 180 minutes a week with an ENL teacher pushing in to a Content Area class. Emerging-- 180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Transitioning-- 180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Expanding-- 90 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Commanding-- 90 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers. Our AP of ELA/ENL reviews the NYSESLAT results for existing and incoming students and then works with the programmer to insure students are programmed are served for the number of minutes mandated.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	8% are Newcomers. 0% are SIFE. For the Newcomer students, the ENL teachers differentiate instruction in the classroom to meet the needs of the student both through formative assessment and adjustment of curriculum and the use of tiered questions to offer multiple entry points to the Common Core -aligned curriculum. A Newcomer is buddied up in the classroom with a student who speaks the same language to help him or her make a comfortable transition to high school. All Newcomers are placed in small stand-alone ENL classes that meets twice a day, taught by licensed-ENL teachers. The classrooms have classroom libraries to give students the opportunity to read independently in their own language. In addition, students are encourages to attend the twice a week ENL Academy After School.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Approximately 34% of our ELLS are long-term; 69% of these are Special Needs students with learning disabilities. The are served based on their IEPs by our Special Ed Department. In addition, students are encouraged to attend the twice a week ENL Academy for extra support. This year, we hired a teacher dually-licensed in ENL and Special Ed and we utilizing her to better support these students by meeting their needs in terms of both language and learning modifications.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	26% of students are former ELLs. Former ELLs are programmed in an integrated ELA class. They are also encourage to attend the after-school ENL Academy. They receive testing modification on Regents exams, such as the use of glossaries. For the first time this year, we are providing a dual-licensed ELA/ENL teacher to support Commanding Seniors in their choice of Senior English elective. Additionally, we provide individualized college planning assistance, including our use of two Spanish-bilingual Bridge Coaches.
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?	Writing modality was the weakest. There were five students who scored low across all modalities. All of these students have IEPs.

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?	Based on NYSESLAT results, it is clear that ELLs need the most help on Writing. This skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We use the Writing Revolution Program be able to better differentiate and structure writing instruction. Though we haven't given the Regents due to COVID, we have supported the students this year with Social Studies and Science support through our after-school academy. We also program ELLs with our dually license Living Environment and ENL teacher to bolster language support in this discipline. Historically, the Living Environment Regents is the one that ELLS have to retake numerous times to pass.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	This has been a during Remote Learning. Several of our ENL teachers returned to in-person teaching in March and have supported students in the building to greater success than the Remote students. We have found that a number of ELLs' families left to NYC area during the pandemic. We do targeted outreach and have tried to get students to stay engaged.
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?	91% of our ELLs are Spanish-Speaking. As 9th graders, they are programmed in a Heritage Language of Native Language Spanish class to build their literacy skills in Spanish as well. All ELLs and those who have tested out in the past two years have the option to read and/or write their Regents exams in their native language and to use bilingual glossaries. Our Assistant Principal in charge of Parent Engagement is bilingual in Spanish and English as are several of our Guidance Counselors and support staff. All communication from the school goes our in Spanish and English.
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)?	Of our 95 current and former ELLs: American Indian or Alaskan Native 19 Asian 4 Black 24 Multiracial 6 Native Hawaiian or Other Pacific Islander 2 White 40 Welcoming and affirming environment we have expanded our SEL work and for 2021-22 are introducing advisories so that students, including ELLS can transition back to school and feel a sense of community, comfort and safety. The ELLs will be grouped in an Advisory facilitated by and ENL teacher. We have also continued to deepen or work around Race and Equity to include ELLs and other students in instructional rounds. And we have included ELLs, along with other students to work on redesigning our grading policy around the book Grading For Equity.
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?	Most of our ELLS test as Expanding. We support students by transitioning them from stand-alone ENL classes to Integrated ELA classes. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. AP Sped ensures we follow IEP mandates regarding meeting programming mandates per each ELL-SWD and recommended management needs to address learning delays in the least restrictive learning environment.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The Assistant Principal for ENL meets weekly with the full Instructional Leadership Team. we consider the needs of our ELLs in all instructional decisions. The same AP meets regularly with the head of programming to compliance in programming. Some of the Instructional issue we are planning for 2022-23, with ELLs in mind are the following: An emphasis in our ELL and all classrooms on SEL support--specifically on making sure students safe, comfortable and supported. This includes the regular addition of activities from Yale's InspireEd. So that we can build upon the priority to know every student well, we are, building in SEL Advisories were teachers and students can get to know each other build community and support Inter-departmental use of The Writing Revolution program so that ELLs can develop writing skills across courses. Expansion of Senior English electives supported by ENL teachers so that we can offer students choice in topics of interest In terms of using shared and inclusive curriculum, we are planning to start the new school year with two weeks of instruction across subjects that focus on SEL support and key Academic and Personal Behaviors as detailed in Danielson 2013.

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.	Though we don't have a formal Bilingual program, our Spanish-speaking ELLs are programmed in a class with Spanish-speaking teachers in Math, Social Studies and Science when possible. In their stand-alone ENL classes, students receive the same materials and preparation as the general population but review the material with language support, including a bilingual glossary in math.
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.	Starting this year, we program all current ELLs in ICT-model classes so that there are two teachers supporting the class. This allows us to provide more individualized support and modifications based on student-need for both ELLs with or without IEPs. In content classes, we have supplemented instruction with Actively Learn for ELA, Social Studies and Science. The allows to us provide texts with greater built in scaffolding as well as native language glossaries. In all content areas classes in 2022-23, we are expanding our Race and Equity work to include joint student and teacher instructional rounds to exam our practices and make improvements in how students learn best through this lens. This has particular relevance to our ELLs in critically examining how we can make classrooms how we can make classrooms more culturally inclusive. Our Spanish-bilingual Social Studies teachers use multiple instructional approaches and methods including: reading aloud, visuals, multimedia including film, audio recordings and PowerPoint presentations. The curriculum is generally taught at a modified pace as compared to the general population. Various assessments (both formal and informal) are given in order to determine the level of comprehension before a new topic is started. In Science, we offer each test/quiz in both English and Spanish for ELL Spanish students. Students are also allowed to turn in projects in Spanish (i.e. labeling cell diagrams in Spanish). Teachers regularly meet with ELL trained teachers to determine modules of instruction that help ELL learners. Tutoring available in Spanish for science. We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students. These materials are distributed at the teacher's discretion. We continue to expand this area.
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?	Our ENL teachers work closely with the Special Ed department. Since many of our ELLs also require ICT programming, we pair one of the teachers (either Gen Ed or Sped) who have an ENL license in the teaching team. This allows us to address both the learning and language acquisition needs of our students.

Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	We use MAP Assessment at the beginning, middle and end-of-year to evaluate growth and areas of needed intervention. We use that data as well as NYSESLAT results to determine student-need. ELLs who struggle in Algebra as supported through the SAGA program where they get individualized support.
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.	For all ELLs, we use the title III Academy to offer individualized support across subjects. The Academy is staffed by Bilingual Spanish teachers. For Math, we offer a program called SAGA where struggling students, including ELLs get small group Algebra support provided by college math majors. Many of the college students are Bilingual Spanish. For all academics we offer AIS tutoring services as well National Honor Society peer tutoring. In both cases, there are tutors who speak languages other than English, most often Spanish.
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.	N/A
FORMATIVE	
1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	We use teacher-created formative assessments to drive instruction. Teachers meet weekly by grade and subject to both plan the assessments and analyze the results to inform instruction.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	We don't formally evaluate MLs/ELLs in their Home Language.
SUMMATIVE	
1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	Normally, we use the NYSESLAT and Regents to evaluate the effectiveness of out program, though because of the pandemic there has been an interruption the administration of these tests. In the place of these, we consider teacher-developed assessments. The ELL Data Analysis Tool allows us to target students' areas of need both individually and in making curricular decisions. Each year, we then reassess our vertical alignment plans to make sure we are realistically building skills based on student need.
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.	The AP of ELA/ENL plans the administration of the NYSESLAT and coordinates grading. The ENL teachers proctor and score the exams. All efforts are made to schedule the administration of the exam during the time when student s are programmed for their ENL/ELA classes so that they are not missing instruction in other classes.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	Our Special Ed teachers and ENL teachers co-plan daily by subject and weekly by grade and subject in focus groups during common planning periods. This allows us to coordinate instruction to align for our Speds and ELLs with IEPs. additionally, the ENL teacher is always present at the IEP conference for ELLs with IEPs to make sure that the student and family are partners in discussing and implementing what works best for students.
b. SIFE	We do not currently have a SIFE population. When we do, in addition to our common planning time in content areas and grades, A SIFE student is assigned a bilingual Spanish-speaking Guidance Counselor to insure the student programming and SEL needs are met.
c. Newcomer	ENL teachers co-plan daily with Gen Ed by subject and weekly by grade and subject in focus groups during common planning periods. This allows us to coordinate instruction to align the needs of Newcomers. Additionally, the ENL teachers meet once a month for shared planning around the use of The Writing Revolution method to support Newcomers in building English writing skills. Our 9th-grade ENL teacher is Bilingual Spanish-Speaking to add home language support for Spanish-speaking Newcomers.
d. Developing	ENL teachers co-plan daily with Gen Ed by subject and weekly by grade and subject in focus groups during common planning periods. This allows us to coordinate instruction to align the needs of Newcomers. Additionally, the ENL teachers meet once a month for shared planning around the use of The Writing Revolution method to support Developing students in building English writing skills.
e. Long Term	Out Long-Term ELLs are almost exclusively ELLs with IEPs. Our Special Ed teachers and ENL teachers co-plan daily by subject and weekly by grade and subject in focus groups during common planning periods. This allows us to coordinate instruction to align for our Speds and ELLs with IEPs. additionally, the ENL teacher is always present at the IEP conference for ELLs with IEPs to make sure that the student and family are partners in discussing and implementing what works best for students.
f. Former ELLs up to two years after exiting ELL status	Our former ELLS are scheduled with a dual-licensed ELA/ENL teacher who can identify and best support each students needs as former ELLs.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	While we don't assess in Home Language, several of our ENL teachers speak Spanish and can provide support. Additionally, in content areas, student are provided glossaries of academic terms in their home languages
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?	Because we are a CTE school, we have modified requirements for language instruction. We are not currently preparing students to obtain the NYS Seal of Biliteracy.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	We have several schoolwide initiatives that support the academic and social emotional needs of MLs/ELLS. One is a partnership with Yale, specifically in using RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence. For 2022- 23, we are aware of the critical heightened need to SEL support for MLs/ELLs and all students and so we are adding an Advisory to our program to allow students and teachers explore these critical SEL issues and supports. We also have partnerships with RAPP, LIU and Teen Choice to offer direct counseling support to students, in Spanish and English. Our other significant focus is on Race and Equity work through a partnership with Harvard: Reimagining Integration: The Diverse and Equitable Schools (RIDES) Project at the Harvard Graduate School of Education. In 2022-23 we are expanding the practice of instructional rounds with students, including MLs/ELLs, and teachers as well as training and developing student leaders in this work.
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).	All certified faculty meet weekly in department focus groups to develop curriculum and assessments. Part of this time each week is devoted to considering how to scaffold the curriculum to support the needs of MLs/ELLs. also in 2022-23, we are redesigning our bell schedule to allow for time for us to meet as a faculty with students, including MLs/ELLs so that they have a voice is the decision making process in the school. for example, we are working with students to redesign our grading policy based on some of the concepts in the book Grading For Equity. We are planning an additional book study with students and staff around Social Emotional issues. With The teachers of ELLs will meet for 45 minutes a month during a common prep period every month from October through May. The focus is specifically on how to scaffold and build writing skills for ELLs through the use on The Writing Revolution. The agendas will be created by the AP of Language Arts. Minutes and attendance will be recorded by participants through a Google Form.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	We invite parents of ELLs each month the hour before the PA meeting and have a Spanish-bilingual teacher available to translate the key topics and answer questions.
2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	The EL teachers contact and conference with each ELL parent during the first half of the fall term. These interactions are documented on our school-created Data Dashboard.

Additional Information

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

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	AP Parent Engagement/Admissions AP ELA/ENL AP Special Education
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.	AP Parent Engagement/Admissions AP ELA/ENL AP Special Education

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
Danielle	Silva	AP of Admissions & Family Engagement	2021	Yes	

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

First Name	Last Name	Title

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	2	.1	2	.1
Bengali (Bangla)	9	.47	9	.47
Chinese (any)	39	2.03	27	1.4
Cantonese	0	0	1	.05
French	4	.21	4	.21
Fulani	2	.1	2	.1
Haitian Creole	3	1.6	3	1.6
Hindi	1	.05	1	.05
Mandarin	0	0	11	.57
Nepali	2	.01	2	.01
Portuguese	1	.05	1	.05
Russian	8	.42	8	.42
Spanish	575	29.9	590	30.68
Swedish	1	.05	0	0
Thai	1	.05	1	.05
Urdu	2	.1	2	.1
Uzbek	3	.16	3	.16
Wolof	1	.05	1	.05

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	10
Italian	1	2
Brazilian Portuguese	2	2
Polish	1	1
French	0	2
Haitian Creole	0	1
Russian	1	1
Mandarin	0	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	HSFI primarily uses the RAPL in ATS and information from student emergency contact cards to identify families' preferred language of communication. HSFI also conducts family outreach and check-ins via phone calls and emails to identify the preferred language and mode of communication for parents and guardians.

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.
Fashionable Times	Every Sunday	The Fashionable Times is translated every week and posted to our website by Wednesday mornings. Families also receive a school messenger notification in their preferred language about the updated edition. All school updates such as parent-teacher conferences, report card distribution, school showcases are communicated through the Fashionable Times.
Report Cards	6 times a year	The templates available on the DOE Translation and Interpretation page are utilized to provide report cards in the parent/guardian's preferred language. Families also receive a school messenger notification in their preferred language about report card distribution.
Transcripts	6 times a year	The templates available on the DOE Translation and Interpretation page are utilized to provide transcripts in the parent/guardian's preferred language. Families also receive a school messenger notification in their preferred language about transcript distribution.
IEP	1 time a year	Families of IEP students will receive a copy of the finalized IEP in English and their preferred language

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	2 days during fall semester/ 2days during spring semester	Information in the families' preferred language will be sent one month prior to the event to survey face-to-face interpretation needs. interpreters will be pre-scheduled to attended events based on parent feedback. HSFI staff will be available to translate in Spanish and Mandarin. Italian, French, Polish, and Russian HSFI interpreters will be available upon request.
Family Visitation Day	2 days during fall semester/ 2days during spring semester	Information in the families' preferred language will be sent one month prior to the event to survey face-to-face interpretation needs. interpreters will be pre-scheduled to attended events based on parent feedback. HSFI staff will be available to translate in Spanish and Mandarin. Italian, French, Polish, and Russian HSFI interpreters will be available upon request.
Parent Association Meetings	Once a month	Parent Association meetings are virtual and Spanish interpreters will be rescheduled for each meeting. Language interpretation for additional will available upon request.
New Student Orientation	June- 2 days	Parent Association meetings are virtual and Spanish interpreters will be rescheduled for each meeting. Language interpretation for additional will available upon request.

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..)	Schoolwide announcements and procedures for drills and emergencies will be translated into Arabic, Bangla, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. Announcements and procedures will be posted on the schools' website @hsfi.nyc. for review before a drill or in the case of an emergency. At the time of the drill or emergency, families will receive a school messenger via phone. In the case of a severe emergency, a team of HSFI faculty will be available to translate in Spanish and use over-the-phone interpretation to contact families with preferred languages other than English. This team will be a subset of the School Crisis team and trained to use over-the-phone interpretation and identify families that do not communicate in English through access to the RCPL.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	HSFI faculty will be available for interpretation for the following preferred languages; Spanish, Mandarin, Russian, French, Haitian Creole, Portuguese, and Italian. HSFI Staff will utilize over-the-phone interpretation if a family communicates in a different language in addition to the language mentioned above.
(C) If a parent has an emergency and needs to contact the school.	A Spanish interpreter is always available at HSFI. HSFI Interpreters of Mandarin, French, Haitian Creole, Russian, Portuguese, and Italian will also be available in the case of an emergency. For additional languages, HSFI Staff will utilize the over-the-phone interpretation line. Language cards and directions on how to access over-the-phone interpretation will be posted in all classrooms and offices.

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	All staff will receive this on September 9, 2021 during school-wide training.
Over-the-Phone Interpretation Desk Aid	The Over-the-Phone Interpretation Desk will be distributed to all staff via email and posted in all classrooms and offices. Staff will receive notifications and reminders before large school-wide events such as Parent-Teacher Conference.
Language Access Handbook	All staff will receive this on September 9, 2021 during school-wide training.
T&I Unit InfoHub Link	All staff will receive this on September 9, 2021 during school-wide training. The T & I Info Hub Link will be distributed to all staff via email. Staff will receive notifications and reminders before large school-wide events such as Parent-Teacher Conference.
Language Access School-wide Presentation	The Language Access School-Wide presentation plan will take place on September 9, 2021, emphasizing the importance of communicating with families in their preferred language, the resources available, and school-level supports in place. Staff will receive a copy of the school's language access presentation plan as a reference. The Language Access School-Wide presentation plan will include Chancellor's Regulation A-663, Over-the-Phone Interpretation Desk Aid, Language Access Handbook, and T&I Unit InfoHub Link.

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The Language Access School-Wide presentation plan will take place on September 6, 2022, emphasizing the importance of communicating with families in their preferred language, the resources available, and school-level supports in place. Staff will receive a copy of the school's language access presentation plan as a reference. The Language Access School-Wide presentation plan will include Chancellor's Regulation A-663, Over-the-Phone Interpretation Desk Aid, Language Access Handbook, and T&I Unit InfoHub Link.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	HSFI Families will be made aware of their right to receive information in their preferred language via our School Messenger system and the family portal of our website. Announcement and reminders of monthly Parent Association meetings will include the families' rights to receive school-wide information in their preferred language. The Parent's Guide to Language Access and NYC Public School Guidebook will be backpacked home to all families at the beginning of the school year.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	The Parent Survey on Language Access will be administered three times during the school year, September, January, and May, to check in to see if parents' language access needs are being met.
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.	The feedback provided by families helps our school community identify and close gaps in our language access communication plan. This information is shared with the staff during department meetings and we brainstorm how we can better serve our families' language access needs. The feedback from families and ideas generated from staff mold our language access plan for the upcoming school year. One central finding through our surveys is that our families prefer information mailed to them such as report cards and transcripts. We will utilize the templates provided on the Translation and Interpretation Hub and mail out translated report cards and transcripts in the family's preferred language.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	The High School of Fashion Industries
DBN:	02M600
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	70
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	5
# of content area teachers:	3
Describe the direct instruction supplemental program here and include the ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials	The Title III ENL/Global program meets on Tuesdays from 4:00 - 5:00 PM for 30 sessions from October 6, 2020 to June 2. This class is taught by ENL teacher Johnson and Social Studies teacher Varrichio. The Title III ENL/Math program meets on Wednesdays from 4:00 - 5:00 PM for 30 sessions from October 7, 2020 to June 9. This class is taught by ENL teacher Gray and Math teacher Garcia. The Title III ELL/Living Environment program meets on Thursdays from 4:00 - 5:00 PM for 30 sessions from October 8, 2020 to June 10. This class is taught by ENL teacher Bohner and LE teacher De La Rosa. The Rationale: We will specifically target instruction in the core subjects of Global, Math and Living Environment a nd focus on helping ELLs both to develop Tier 3 vocabulary in these content areas and to give students a chance to go deeper in their study of themes and topics that they struggle with as identified by their content teachers. This enrichment program focuses on increasing achievement in these content areas and developing Academic English is h to improve students' oratory skills, academic writing, and accessing difficult tests. The data analysis involves examining past student Regents scores for ELLs. Now that students will be back on a full Regents schedule, we know they need support. According to the NYS Report Card from 2019, only 20% of our ELLS passed the Algebra Regents compared to over 70% of the total population. 18% pass Global compared to 74% of the total population. Also according to the NYS Report Card, 45% of ELLs passed the Living Environment Regents on the first try compared to over 78% of the general population. While there is greater success on this exam, it often comes after multiple tries. Again, a concern of the science teachers and ENL teachers was students' limited vocabulary. Students served (subgroups and grade levels): We will focus on the Entering, Emerging, Transitioning and Expanding subgroups . More specifically: 9th graders preparing for the Living Environment Regents who enter reading below grade level All 9th-10th graders preparing for the Common Core Algebra a nd Global Regents 11th and 12th-graders who are repeaters for one or both of the exams To facial iterate this learning while making the program fun and engaging, we will continue to utilize an online resource: Brainpop. Brainpop has engaging videos and educational games on many of the topics and themes we want to emphasize. The system allows the teachers to track students progress and understanding and offer necessary support. This will give us a n opportunity to differentiate instruction based on both the grades and needs of our ELLs. For example, with our 9th-graders (almost 50% of our current ELLs), we will focus on topics and vocabulary aligned with Living Environment and Algebra. For the older students we will base the topics on areas of struggle on Regents exams they have taken and failed the first time. Using Chromebooks, students will use Brainpop and other online resources to create virtual visual glossaries of Tier 3 vocabulary. As a culminating project, they will then share these glossaries with all the students in Algebra or Living Environment to use as a resource. This is separate from the work done during regular instructional day, but will provide enrichment and support for this work. Language of Instruction: Instruction will be provided in English. Three of the teachers can provide additional support in Spanish by providing resources as part of the ENL program The program does not require an supervisor or as the school has a rotating assigned supervisor or during the hours of the activity. There will therefore, be no cost to Title III. We will use Title III funds ($1500) to purchase five Chromebooks so that each student can work on one for Title III instruction.

Rationale	We will specifically target instruction in the core subjects of Global, Math and Living Environment a nd focus on helping ELLs both to develop Tier 3 vocabulary in these content areas and to give students a chance to go deeper in their study of themes and topics that they struggle with as identified by their content teachers. This enrichment program focuses on increasing achievement in these content areas and developing Academic English is to improve students' oratory skills, academic writing, and accessing difficult tests.
Subgroups and grade levels of students to be served	We will focus on the Entering, Emerging, Transitioning and Expanding subgroups . More specifically: 9th graders preparing for the Living Environment Regents who enter reading below grade level All 9th-10th graders preparing for the Common Core Algebra and Global Regents -11th and 12th-graders who are repeaters for one or both of the exams
Schedule and duration	The Title III ENL/Global program meets on Tuesdays from 4:00 - 5:00 PM for 30 sessions from October 6, 2020 to June 2. This class is taught by ENL teacher Johnson and Social Studies teacher Varrichio. The Title III ENL/Math program meets on Wednesdays from 4:00 - 5:00 PM for 30 sessions from October 7, 2020 to June 9. This class is taught by ENL teacher Gray and Math teacher Garcia. The Title III ELL/Living Environment program meets on Thursdays from 4:00 - 5:00 PM for 30 sessions from October 8, 2020 to June 10. This class is taught by ENL teacher Bohner and LE teacher De La Rosa.
Language of instruction	Instruction will be in English, but three of the teachers can also support in Spanish.
Number and types of certified teachers	3 ENL teachers, one Math/Sped, one Social Studies/Sped, one Living Environment/ENL
Types of materials	Using Chromebooks, students will use Brainpop and other online resources to create virtual visual glossaries of Tier 3 vocabulary.
Include any additional details here:	N/A
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider	Use technology to give students multiple entry points to key topics. Sites like Brainpop make some difficult concepts clear and memorable. Use of technology to help develop Tier 3 vocabulary, With the use of Chromebooks, students will produce visual glossaries to share with their classmates. Additionally, teachers will work on the adaptation of Grading For Equity model including development of rubrics and scaffolded practice and performance assessments to support ELLs
Rationale	Rationale: Topic: How can we use technology to support our ELLS? Problem of practice: Our ELLS take and fail the Global History Regents multiple times. The same is true to a lesser extent for Living Environment and Algebra They also are low scorers on the Reading/Writing portion of the SAT which leads to fewer college opportunities. Theory of Action: If we help student build Tier 3 vocabulary in these subject areas through the use of technology like Brainpop, our percent of ELLS passing these exams on the 35 of 39 the first attempt would increase by 15%. If we help students increase Tier 2 vocabulary it would help their performance on Regents, but also on the Reading/Writing portion of the SAT leading to a 10% increase in the number of ELLs who score a 480 or above.
Teachers to receive training	Participants: Six teachers--three ENL teachers and three content area teachers. They will be paid per session through Title III funds
Schedule and duration	Schedule: Meeting will take place the first Monday of every month for even 45 min. sessions from October to April
Topics to be covered	Topics to be covered: All topics are ELL-focused and relate to how to use Brainpop as a vocabulary-enrichment tool as well as how to best help ELLs acquire vocabulary. per session hours (approximately $1237) nd training and monitoring results on Khan Academy program. Meeting 1: -Discuss/Plan beginning of year parent gathering to introduce parents to Brainpop and Jupiter Grades. -Evaluate Brainpop and organize which Brainpop units we'l l be using in Semester 1. -Create Google Classroom for ell ESL students -Set up Khan Academy classroom Meeting 2: Look at http://practicaledtech.com/free-handbook/ <http://practicaledtech.com/free-handbook/> Review preliminary Khan Academy progress. Meeting 3 and 4: Look at Global Regents for vocabulary and concepts, Skim "Best ofs" for Social studies, Math and Science, s pecifical ly http://larryferlazzo.edublogs.org/2008/05/17/the-best-websites-for-teaching-learning-about-world-history/ <http://larryferlazzo.edublogs.org/2008/05/17/the-best-websites for-teaching-learning-about-world-history/> https://larryferlazzo.edublogs.org/most-popular-blog-posts/ http://larryferlazzo.edublogs.org/2008/06/08/the-best-websites-for-teaching-learning-about-us-history/ <http://larryferlazzo.edublogs.org/2008/06/08/the-best-websites-for teaching-learning-about-us-history/> Review Khan Academy progress Meeting 5 and 6: Look at Living Environment Regents for vocabulary and concepts, Skim "Best ofs' ' for Living Environment. http://larryferlazzo.edublogs.org/2010/03/12/the-best-sites-for-learning-about-human-evolution/ <http://larryferlazzo.edublogs.org/2010/03/12/the-best-sites-for-learning about-human-evolution/> http://larryferlazzo.edublogs.org/2010/05/22/the-best-resources-for-world-biodiversity-day-endangered-species-day/ <http://larryferlazzo.edublogs.org/2010/05/22/the-best resources-for-world-biodiversity-day-endangered-species-day/> Review Khan Academy progress Meeting 7: Discuss how we're going to disseminate culminating work, discuss end of year multicultural party for ESL students/parents (students will be presenting their work to parents) Provider: self-guided with online resources, including video resources for Brainpop Agendas and minutes will be maintained via the school 's Google Drive account by participants.

Name of provider	In-house training with web resources.
Include any additional details here:	N/A

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	We will provide translation and support to Spanish-speaking parents before and during monthly PA meetings.
Rationale	We historically have very low turnout by parents of ELLs to parent events. We theorize that a parent my feel overwhelmed or unsure, especially when a large event. To combat this, we will hold an ELL parent reception before each Parent Association meeting. this will be a n opportunity for parents to meet with a n ENL/Spanish teacher in a small group setting to get a preview of the topic to be discussed at the Parent Association meeting and how it relates specifically to their child as a n ELL. The parent will also be introduced to a translator who will assist them during the virtual Google Meet full meeting.
Schedule and duration	There will be 9 support sessions that will take place on Wednesdays once a month from 5 – 5:45 PM.
Topics to be covered	Parent Communication Seminar/ Sept. Financial Aid Workshop/ October College Writing Workshop/ November Social Emotional Support Workshop/December Summer Youth Employment/ Job for Teens/January Peer Group Connection Workshop/ February PA Sketch Night/ April Testing Workshop/May Elections/June
Name of provider	Bilingual teacher De La Rosa
How parents will be notified of these activities	Notification will be made through School Messenger in the parents' home language and through letters mailed home.
Include any additional details here:	N/A

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	7200	After-school ENL Academy
Professional development	1200	Per session for Vocabulary PD and Adaptation of Grading For Equity model including development of rubrics and scaffolded practice and performance assessments
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	2400	Purchase of Chromebooks to use at the after-school ENL Academy with ah focus on the use of Actively Learn for reading and vocabulary development
Educational Software (Object Code 199)		
Travel		
Other	1200	Parent outreach and support at PA meetings
TOTAL	12000	

Allocation Amount ($):	12000
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

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.	

Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

Explanation/Background

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not

required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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