2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	25Q240

School Name	Veritas Academy

Principal	Jason Vanderwalker

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

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:	Veritas Academy

District Borough Number (DBN):	25Q240

Grades Served:	9, 10, 11, 12

School Address:	35-01 Union Street, Flushing, NY 11354

Phone Number:	718-888-7520

Fax:	718-888-7524

School Contact Person:	Jason Vanderwalker

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

Principal:	Jason Vanderwalker

United Federation of Teachers (UFT) Chapter Leader:	Jaime Kurtzman

Parents' Association President:	Akilah Osorio

SLT Chairperson:	TBA

Title I Parent Advisory Council Chairperson (PAC):	TBA

Student Representative(s) Middle /High School:	Arianye Puello

Student Representative(s) Middle /High School:	Mariana Villada

Community Based Organization (CBO) Representative:	Frances Ramos

School-Based Students in Temporary Housing (STH) Liaison:	Antonio Bausone

District Information

Geographic District:	Queens 25Q240

Superintendent:	Hoa Tu

Superintendent's Office Address:	30-48 Linden Place, Flushing, NY 11354

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

Phone Number:	718-281-3517

Fax:	718-281-7690

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	
Jason Vanderwalker	Principal or Designee*		
Jaime Kurtzman	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Larinda Hooks	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Jessica Callahan	District Council 37 (DC 37) Representative (staff), if applicable		
Marvin Campbell	Title I Parent Advisory Council Chairperson (or alternate)		
Ibrahim Dalia	Student Representative (Required for middle and high schools)		
Mariana Villada	Student Representative (Required for middle and high schools)		
Frances Ramos	CBO Representative, if applicable		
Shelly Peykar	Member/Parent		
Keanna Heron	Member/Parent		
Marvin Campbell	Member/Parent		
Janell Humphrey	Member/UFT Member		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Deborah Kiernan	Assistant Principal/ School Leader	
Allison Fahrbach	ELL Coordinator/ / School Staff	
Charlene Gonzalez	SPED Assistant Principal/ School Leader	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	School In Good Standing

Provide your school's mission statement:	Veritas is a Renzulli school that focuses on the enrichment of all students. Veritas uses the schoolwide enrichment model which provides opportunities for students to voice their interests through targeted surveys that inform the development of elective courses. In these courses, students have opportunities to co-construct curriculum with their teachers in a student-centered learning environment. Additionally, this model provides enriched learning experiences and higher learning standards for all children through three goals: • developing talents in all children • providing a broad range of advanced-level enrichment experiences for all students • providing advanced follow-up opportunities for young people based on their strengths and interests At Veritas, various student support structures work in a systemized way to provide students with social and emotional support that incorporates individualized and group counseling. Students engage in learning activities both inside and outside of the school that build students' self-efficacy, confidence, and self-esteem to enable them to become civic-minded citizens. Veritas aims to implement a rigorous, standards-aligned curriculum that develops critical thinking skills that equips learners with the ability to read, write, communicate, and problem solve in a constantly changing society.

| 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.	Veritas Academy Data - Enrollment: 608 - Graduation Rate: 86% - 75% free/reduced lunch - IEP students: 123 Students - ENL Students: 112 Students (69 Current, 43 Former) - Current Attendance Rate: 89% - Demographics Hispanic – 68% Asian – 12% African American – 9% White – 8% Other – 2% Special Programs/Partnerships: Veritas Academy is a Renzulli High School. It implements the Schoolwide Enrichment Model (SEM, Renzulli, 1977; Renzulli & Reis, 1985, 1997, 2014) which is widely implemented as a both an enrichment program and used with academically gifted and talented students and as a magnet theme/enrichment approach for all students. The theme of the SEM is to develop the strengths and talents of all students. The SEM provides enriched learning experiences and higher learning standards for all children through three goals: developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Current Partnerships/Programs: - Campus Theatre program - L.O.V.E - Latinas on the verge of excellence - MSK - My Sister's Keeper in the process of starting - Family Movie nights - Expanding our ENL Program to assist with Social Emotional and academic needs - LGBTQ Book Grant in ELA classes with book chat with the author - Anne Frank Partnership for SEL Cultural Awareness - Lincoln Center Partnership (10th Grade ELA) Items on hold (pandemic): - Out of the Darkness Walk (Suicide Prevention; work with the Counsel for Unity - Forest Hills High School's students) - Briarwood Homeless Shelter (joining the Council for Unity at Forest Hills to volunteer with the families at the shelter) - Project Share: Yearly service work with NYC homeless in collaboration with a school in Westchester - Senior citizen home visit (Chorus, Dance Club, and Student Government): students perform and give out holiday cards; students are incredibly empathetic during the events. - Night of the Arts Festival - Tower Garden

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA and Math	9-12	Edmentum	Adaptations include additional text set materials that are modified in the blended/remote environment to accommodate all students.
ELA and Math	9-12	IXL	Adaptations include additional text set materials that are modified in the blended/remote environment to accommodate all students.
Math	9-12	SAVVAS	Adaptations include additional text set materials that are modified in the blended/remote environment to accommodate all students.
ELA and Math	9-12	Renzulli Learning	Adaptations include additional text set materials that are modified in the blended/remote environment to accommodate all students.
ELA	9-12	Collections	Adaptations include additional text set materials that are modified in the blended/remote environment to accommodate all students.

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)
Frequent and accurate progress monitoring through strategic, uniform assessments (including a mock regents exam)	Students end of year scholarship performance is not college and career ready (below final grade of 80) - 48.77% of students are college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic
Strategic programming to increase reading support for ENL students	ENL students end of year scholarship performance is not college and career ready (below final grade of 80) - 52.09% of ENL students are college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic
Create opportunities for ELA skills supported outside the school day - emphasizing content writing across grade levels	Students with disabilities end of year scholarship performance is not college and career ready (below final grade of 80) - 40.39% of students with disabilities are college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	77.7%	By June, 2023, High School ELA for All Students will Increase 3%, from 77.7% to 80.7%, as measured by English Regents Proficiency.
English Language Learners	70.7%	By June, 2023, High School ELA for English Language Learners will Increase 3%, from 70.7% to 73.7%, as measured by English Regents.
Students with Disabilities	58.3%	By June, 2023, High School ELA for Students with Disabilities will Increase 3%, from 58.3% to 61.3%, as measured by English Regents Proficiency.

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 11/12/22	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
NYS ELA Regents Exam	Fall Scholarship Data	September baseline and fall quarterly assessment	By 11/29/22, % of students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 01/31/23, % of students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 06/01/23, % of students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.
NYS ELA Regents Exam	Fall Scholarship Data	September baseline and fall quarterly assessment	By 11/29/22, % of ELL students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 01/31/23, % of ELL students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 06/30/23, % of ELL students scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.
NYS ELA Regents Exam	Fall Scholarship Data	September baseline and fall quarterly assessment	By 11/29/22, % of students with disabilities scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 01/31/23, % of students with disabilities scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.	By 06/30/23, % of students with disabilities scheduled for the ELA Regents Exam will be passing ELA by a score of 80 or above.

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?)
09/13/2022	11/12/2022	Implement school developed baselines, MAP and IXL Diagnostics to target student deficits or gaps in learning Curriculum map updates and unit plan updates Start the Saturday Academy program to offer more support for students in core subject areas
09/13/2022	01/31/2023	Utilize data from quarterly assessments to differentiate lessons to meet the needs of all students Know every student well through SEL designed lessons that support students' emotional needs
10/21/2022	01/31/2023	Professional development that incorporates the hallmarks of advance literacies in lesson plans Instructional feedback to support teachers with "developing" teaching practices to improve student achievement

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> ~~Pr~~ogress 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?)
10/19/2022	06/03/2023	Implement culturally relevant instruction using supports from Renzulli Learning and C-PET Team Planning - strategies development with grade level teams Instructional feedback from administrators to support and strengthen teacher practices which will increase student achievement
09/13/2022	06/03/2023	Know every student with daily family outreach and office hours to offer academic support Improve/strengthen curriculum by redesigning content lesson plans with teacher teams Utilize data to drive future instruction that supports any learning gaps Elective writing courses created to address student deficits in English Language Arts
02/01/2023	06/03/2023	Saturday Academy for Regents Review and student support Strengthen core instruction by creating rigorous tasks across grade levels Implement project based learning through a school-wide ELA project (Grades 10-12) Professional planning sessions with ELA and Social Studies teams to focus on analysis of writing as evidenced in baselines while increasing the frequency of student writing products

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	05/31/2023	Monthly SLT/PTA Meetings to keep stakeholders informed of school happenings	Principal, parents, teachers, students
09/13/2022	06/30/2023	Update the school website to include current school information	Principal, parents, teachers, students

Human Resources	Principal, 2 Assistant Principals, 2 ELA 9 Teachers, 2 ELA 9 Special Ed Teachers, 1 Social Worker, 2 Guidance Counselors, 2 Outreach Personnel (2 School Aides), CPET Coach
Instructional Resources	HMH, NWEA MAP, IXL, and Edmentum software, Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities, Blended in person and online learning opportunities
Schedule Adjustments	Strategic programming to support academic inquiry, Saturday support
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)
Frequent and accurate progress monitoring through strategic, uniform assessments (which includes a mock regents in the second half of the school year)	Students end of year scholarship performance is not college and career ready (below final grade of 80) - 35.67% of school is college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic
Strategic programming to increase weekly minutes of reading instruction	ENL students end of year scholarship performance is not college and career ready (below final grade of 80) - 41.40% of ENL students are college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic
Create opportunities for math skills supported outside the school day	Students with disabilities end of year scholarship performance is not college and career ready (below final grade of 80) - 31.75% of students with disabilities are college and career ready, Scholarship Data June 2022	Gaps in learning because of the pandemic

High School Math 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	63.20%	By June, 2023, High School Math for All Students will Increase 3%, from 63.20% to 66.20%, as measured by Algebra I Regents Proficiency.
English Language Learners	56.25%	By June, 2023, High School Math for English Language Learners will Increase 3%, from 56.25% to 59.25%, as measured by Algebra I Regents Proficiency.
Students with Disabilities	33.33%	By June, 2023, High School Math for Students with Disabilities will Increase 3%, from 33.33% to 36.33%, as measured by Algebra I Regents Proficiency.

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 11/12/22	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
June 2023 NYS Algebra I Regents Scores	Fall Scholarship Data for Algebra I	September school developed baseline assessment and fall quarterly assessment	By 11/29/22, % of all students taking Algebra I will be passing the course with 80% or higher.	By 01/31/23, % of all students taking Algebra I will be passing the course with 80% or higher.	By 06/30/23, % of all students taking Algebra I will be passing the course with 80% or higher.
June 2022 NYS Algebra I Regents Scores	Fall Scholarship Data for Algebra I	September school developed baseline and fall quarterly assessment	By 11/12/22, % of ELL students taking Algebra I will be achieving at ESSA Level 3.	By 01/31/23, % of ELL students taking Algebra I will be achieving at ESSA Level 3.	By 06/30/23, % of ELL students taking Algebra I will be achieving at ESSA Level 3.
June 2022 NYS Algebra I Regents Scores	Fall Scholarship Data for Algebra I	September school developed baseline and fall quarterly assessment	By 11/29/22, % of students with disabilities taking Algebra I will be achieving at ESSA Level 2.	By 01/31/23, % of students with disabilities taking Algebra I will be achieving at ESSA Level 2.	By 06/30/23, % of students with disabilities taking Algebra I will be achieving at ESSA Level 2.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/13/2022	Update unit plans and lesson plans Provide quarterly assessments to utilize targeted skills that will support students with gaps in their learning Know every student well Implementation of IXL to provide individualized learning paths for students
09/13/2022	01/31/2023	Know every student well through culturally responsive teaching Instructional coaching provided by administration and then turnkeyed to staff through team leaders Professional development for designing coherent instruction that included the advanced hallmark literacies
10/19/2022	01/31/2023	Increase student engagement through high impact scaffolds Instructional rounds to highlight strengths of teachers and provide positive staff morale Saturday Academy to support struggling students

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/01/2023	Know every student well through our Renzulli Interest Alyzer which will allow teachers to group students by interests Continue to make instructional shifts based on mid-year assessment data Improve instructional strategies with shared staff professional learning of best practices Strengthen core instruction by updating curriculum units to include CRSE
02/01/2023	06/01/2023	Utilizing IXL skills in need of improvement Increase student engagement with rigorous tasks Spring term goals created based on fall term academic performance data - departments will monitor and periodically assess throughout the spring to reach June goals
02/01/2023	06/01/2023	Improve culturally relevant instruction Know every student well through school-wide SEIT meetings with the social worker and guidance team Implement instructional strategies Prioritize skills that need improvement for mastery based on quarterly assessment data in preparation for June Regents exams

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	05/31/2023	Monthly SLT/PTA Meetings to keep stakeholders informed of school happenings	Principal, parents, teachers, students
09/13/2022	06/30/2033	Update the school website to include current school information	Principal, parents, teachers, students

Human Resources	Principal, 2 Assistant Principals, 2 Algebra I Teachers, 2 Algebra I Special Ed Teachers, 1 Social Worker, 2 Guidance Counselors, 2 Outreach Personnel (2 School Aides), CPET Coach
Instructional Resources	HMH, NWEA MAP, IXL, and Edmentum software, Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities, Blended in person and online learning opportunities
Schedule Adjustments	Strategic programming to support academic inquiry, Saturday support
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)
Fostering relationships between students, staff and families	Continuous linear trend of students saying teachers make lessons relevant to everyday life experiences, School based surveys from 2021-2022 school year; scholarship data; attendance data	Slow rise of data due to the lack of in-person learning experiences/interactions as a result of the pandemic
Revise existing curriculum maps and unit plans to include CRSE	Not all content areas incorporating CRSE lessons, Classroom observation data and curriculum audit of 2021-2022 curriculum maps and unit plans; Student SEL survey	Schoolwide self-identification of limited CRSE routines within in unit/lesson planning
CRSE Professional Learning for Staff	Uneven implementation of content areas incorporating CRSE lessons, Classroom observation data and curriculum audit of 2021-2022 curriculum maps and unit plans; Student SEL survey	Limited professional learning and common planning opportunities

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	79	By June, 2023, practices related to Personal Attention & Support will improve 3%, from 79 to 82, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	86	By June, 2023, practices related to Personal Attention & Support will improve 3%, from 86 to 89, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		11/22/22			
NYC School Survey	NYC Survey Question: SY21-22 NYC Survey Question 14	School created SEL Survey	79%	80%	82%
NYC School Survey	NYC Survey Question: SY21-22 NYC Survey Question 7	School created SEL Survey	86%	87%	89%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	10/31/2022	Staff professional development for CRSE; Unit plans and lesson plans continue to be updated to include CRSE; Scheduled intervals of teachers sharing best practices
11/01/2022	12/23/2022	Staff professional development for CRSE; Unit plans and lesson plans continue to be updated to include CRSE
01/03/2023	01/31/2023	Staff professional development for CRSE; Unit plans and lesson plans continue to be updated to include CRSE; Scheduled intervals of teachers sharing best practices

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	05/31/2023	Multicultural fair preparation and celebration; monthly cultural recognitions
02/01/2023	03/31/2023	Staff professional development for CRSE; Unit plans and lesson plans continue to be updated to include CRSE; Scheduled intervals of teachers sharing best practices
04/01/2023	06/24/2023	Staff professional development for CRSE; Unit plans and lesson plans continue to be updated to include CRSE

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/16/2022	01/22/2023	Know every student well through school survey; Saturday Academy for academic support and student interests	Principal, Assistant Principals, Teachers
02/05/2023	05/28/2023	Know every student well through school survey; Saturday Academy for academic support and student interests	Principal, Assistant Principals, Teachers

Human Resources	Principal, 2 Assistant Principals, Student Activities Coordinator, All Teachers, 1 Social Worker, 2 Guidance Counselors. CPET Coach
Instructional Resources	HMH, NWEA MAP, IXL, and Edmentum software, projects based on student choice, Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities
Schedule Adjustments	Strategic programming to support academic inquiry, Saturday support
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)
Strategic daily attendance calls made home with annotated notes to help staff prioritize additional outreach follow-up	Percent of students not CA (59%), Insight June 2022	Pandemic/ Remote Learning
All students have an assigned mentor for wellness checks and those rosters will be flagged to indicate if a student is identified as chronically absent for additional support and guidance on improving attendance	Percent of ELL students not CA (71%), Insight June 2022	Pandemic/ Remote Learning
A monthly/ marking period attendance recognition program for students that maintain consistent levels of attendance to positively incentivize students to avoid becoming chronically absent.	Percent of SWD students not CA (55%), Insight June 2022	Pandemic/ Remote Learning

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 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	41	By June, 2023, Chronic Absenteeism for All Students will Decrease 2%, from 41 to 39, as measured by Attendance Rate through Power Bi .
English Language Learners (ELL)	29	By June, 2023, Chronic Absenteeism for English Language Learners (ELL) will Decrease 2%, from 29 to 27, as measured by Attendance Rate through Power Bi.
Students with Disabilities	45	By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 2%, from 45 to 43, as measured by Attendance Rate through Power Bi.

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 9/30/22	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Attendance Rate	Weekly Attendance Rate	Attendance Rate	By 11/23/22, chronic absenteeism for all students will be 31%	By 01/31/23, chronic absenteeism for all students will be 30%	By 06/30/23, chronic absenteeism for all students will be 29%
Attendance Rate	Weekly Attendance Rate	Attendance Rate	By 11/23, chronic absenteeism for all ELL students will be 22.66%	By 1/31, chronic absenteeism for all ELL students will be 21.66%	By 6/30, chronic absenteeism for all ELL students will be 20.66%
Attendance Rate	Weekly Attendance Rate	Attendance Rate	By 11/23, chronic absenteeism for students with disabilities will be 33.33%	By 1/31, chronic absenteeism for students with disabilities will be 32.33%	By 6/30, chronic absenteeism for students with disabilities will be 31.33%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/02/2022	01/31/2023	Weekly attendance meetings Develop monthly SEIT Team meetings with the school social worker and guidance team to evaluate absent students Refer students to the SIT Teams as needed for intervention Implement School Clubs based on student interests SEL Check-in bi-weekly for every student
09/30/2022	01/31/2023	Weekly attendance meetings Parent/Guardian Outreach continues by phone and with Skedula Refer students to the SIT Teams as needed for academic intervention Implement School Clubs based on student interests SEL Check-in bi-weekly for every student updates
10/09/2022	01/29/2023	Weekly attendance meetings Saturday Classes utilized for students with gaps in learning Social worker forms student groups based on emotional needs SEL Check-in bi-weekly for every student with their teacher mentors

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	06/10/2023	Weekly attendance meetings Planning professional development for curriculum writing and providing culturally relevant lessons Know every student well as outreach is conducted to students who are chronically absent Teacher mentors check-in bi-weekly with their assigned group to ensure emotional wellness
02/01/2023	06/10/2023	Weekly attendance meetings Strengthen core instruction with higher order thinking tasks that tap into student interests Implement MTSS when needed before recommending students to the SIT Team SEL Check-in bi-weekly for every student
05/03/2023	06/10/2023	Provide incentive "Student Awards Ceremonies" and prizes for students on task and present in classes School deans and support staff continue Parent/Guardian outreach for students chronically absent

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Attendance Recognition Certificates Celebration	N/A
02/01/2023	06/30/2023	Attendance Recognition Certificates Celebration	N/A

Human Resources	Principal, 2 Assistant Principals, 1 Social Worker, 2 Guidance Counselors. 1 Attendance Teacher, 2 Outreach Personnel (2 School Aides), CPET Coach
Instructional Resources	Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities, Blended in person and online learning opportunities
Schedule Adjustments	Strategic programming to support academic inquiry and ongoing review and support of attendance data
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)
IEP Professional Learning Opportunities	Review IEPs for Alignment across PLOP transition and secondary goals	Pandemic; Lack of professional training; Program challenges reduced staff collaborative blocks of professional time
Monthly Meetings with Transition Coordinator	Monthly review of post secondary and transition IEP sections	Pandemic; Lack of professional training; Program challenges reduced staff collaborative blocks of professional time
Monthly collaboration with ELL teachers	Review ELL linguistic appropriate goals of IEP as needed	Pandemic; Lack of professional training; Program challenges reduced staff collaborative blocks of professional time

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 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 with Disabilities (SWD)	0 student led IEP meetings	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP meetings by allowing students to lead their individual meetings by Increase 50%, from 0 student led IEP meetings to 60 student led IEP meetings completed, as measured by completed student led IEP meetings.
SWDs who are also English Language Learners (ELLs)	0 student led IEPs completed	By June, 2023, to strengthen the quality and implementation of IEPs for SWDs who are also English Language Learners (ELLs), we will improve IEP meetings by allowing students to lead their individual meetings by Increase 50%, from 0 student led IEPs completed to 30 student led IEP meetings, as measured by completed student led ELL IEP meetings.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/30/22			
Quality IEP	Student led IEP meetings	IEP reviews	By 11/23, 8 IEP meetings will have been led by students	01/31/23, 25 IEP meetings will have been led by students	06/30/23 30 IEP meetings will have been led by students
Quality IEP	Student led IEP meetings	IEP reviews	By 11/23, 8 ELL IEP meetings will have been led by students	01/31/23, 25 ELL IEP meetings will have been led by students	06/30/23 30 ELL IEP meetings will have been led by students

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?)
10/01/2022	06/24/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Collaboration between school, parents, and students occurs weekly through meetings and parental outreach.
10/01/2022	06/24/2023	Develop appropriately rigorous standards-aligned annual goals	Special Ed Team meets weekly to share suggestions for annual goals using IXL and other benchmark assessment data.
10/01/2022	06/24/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	School-wide Special Ed Team meets weekly to Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.
10/01/2022	06/24/2023	Ensure that programs and services mandated on each student's IEP are delivered	The Special Ed AP oversees student programs. The school administers a Veritas Parent Survey to help inform the planning process of writing Quality IEPs.
10/01/2022	06/24/2023	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]	The Special Ed team reviews school designed "Guidance Report."
10/01/2022	06/24/2023	Conduct IEP meetings within specified compliance dates	Special Ed Coordinator reviews compliance reports and coordinates IEP meetings.
10/01/2022	06/24/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The IEP teacher reviews referrals.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Parent outreach through phone and technology; Parent meeting choice	Special Ed Team, Veritas Teachers, Parents, Service Providers
02/01/0023	06/24/2023	Parent outreach through phone and technology; Parent meeting choice	Special Ed Team, Veritas Teachers, Parents, Service Providers

Human Resources	Assistant Principal, Special Ed Team, Veritas Teachers, Parents, Service Providers, Guidance Department
Instructional Resources	Special Ed teacher programs support weekly meetings with the Special Ed/ ELL AP and Special Ed and ELL teacher programs support monthly meetings with Transitional Coordinator and Special Ed Coordinator
Schedule Adjustments	Strategic programming of staff and students to support IEP development
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)
Strategic programming to support success in the LOTE and Algebra II Regents.	Low Advanced Regents Diploma percentage (19%), Graduation Rate June 2022 Data	Existing culture of opting out or not completing subject sequence with Regents/ LOTE exams.
Frequent and accurate progress monitoring through strategic, uniform assessments.	ENL Regents Diploma percentage (75%), Graduation Rate June 2022 Data	Gaps in learning because of the pandemic
Opportunities afterschool, or on the weekend, for increased academic support programs.	Students with Disabilities Regents Diploma percentage (73.3%), Graduation Rate June 2022 Data	Gaps in learning because of the pandemic. Skills deficits linked to learning disabilities and/or language barriers.

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	19%	By June, 2023, Graduation Rate for All Students will Increase 3%, from 19% to 22%, as measured by NYS Advanced Regents Diploma.
English Language Learners	75%	By June, 2023, Graduation Rate for English Language Learners will Increase 3%, from 75% to 78%, as measured by NYS Regents Diploma.
Students with Disabilities	73.3%	By June, 2023, Graduation Rate for Students with Disabilities will Increase 3%, from 73.3% to 76.3%, as measured by NYS Regents Diploma.

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 11/12/22	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Graduation rate	NYS Advanced Regents Diplomas	Fall Scholarship Data (Marking Period 1)	By 11/29/22, 20% of senior students will be on track for an Advanced Regents Diploma.	By 01/31/23, 21% of senior students will be on track for an Advanced Regents Diploma.	By 06/30/23, 22% of senior students will be on track for an Advanced Regents Diploma.
Graduation rate	NYS Regents Diplomas	Fall Scholarship Data (Marking Period 1)	By 11/29/22, 75% of ELL senior students will be on track for a NYS Regents Diploma.	By 01/31/23, 76% of ELL senior students will be on track for a NYS Regents Diploma.	By 06/30/23, 78% of ELL senior students will be on track for a NYS Regents Diploma.
Graduation data	NYS Regents Diploma	Fall Scholarship Data (Marking Period 1)	By 11/29/22, 74% of students with disabilities senior students will be on track for a NYS Regents Diploma.	By 01/31/23, 75% of students with disabilities senior students will be on track for a NYS Regents Diploma.	By 06/30/23, 76.3% of students with disabilities senior students will be on track for a NYS Regents Diploma.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/13/2022	Know every student well by providing quarterly baseline assessments to support individualized learning skills Strengthen core instruction as feedback is provided to staff members through non-evaluative visits and recommendations
09/13/2022	01/31/2023	Utilize current classroom data to provide individualized support using MAP, IXL, & school based benchmark assessments Increase student engagement with culturally responsive teaching using Renzulli Learning Portfolio System, C-PET, and other school based professional planning activities
10/01/2022	01/31/2023	Improve/implement instructional strategies with lesson plan development and unit plan updating Teacher Team Common planning and professional development with IXL, MAP, school based common assessments, and Renzulli Learning

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	06/01/2023	Utilize teacher team planning time to evaluate student data from IXL Diagnostics and Baseline/ Quarterly School Based Assessments to improve student achievement by targeting specific skills Implement Saturday Academy to allow students extra support in classes where they have learning gaps and also support them in NX classes
02/01/2023	06/01/2023	Implement reading strategies using high impact scaffolds provided by teacher leaders Professional learning opportunities in curriculum development and planning Identify a problem of practice identified through classroom visits and provide strategic support dedicated to instructional planning and the development of measurable learning objectives In addition, teachers reinforce actionable feedback and next steps for growth for all students
02/01/2023	06/01/2023	Increase student engagement through higher order thinking tasks designed in Renzulli learning that tap into students' interests Utilize classroom data to write targeted lesson plans to meet the needs of all students Administration engages in routine classroom visits to provide support and feedback

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Know every student well through periodic school-based assessments; parent outreach; Saturday Academy for support	Master Teacher, Model Teachers, Teacher Teams, Commonpoint Social Worker, Students
02/01/2023	06/24/2023	Know every student well through periodic school-based assessments; parent outreach; Saturday Academy for support	Master Teacher, Model Teachers, Teacher Teams, Commonpoint Social Worker, Students

Human Resources	Principal, 2 Assistant Principals, 6 Senior Teachers, 4 Special Ed Teachers, 2 ESL Teachers, 1 Social Worker, 2 Guidance Counselors, 2 Outreach Personnel (2 School Aides), CPET Coach
Instructional Resources	HMH, NWEA MAP, IXL, and Edmentum software, Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities, Blended in person and online learning opportunities
Schedule Adjustments	Strategic programming to support academic inquiry, Saturday support
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)
Frequent and accurate progress monitoring through strategic, formative assessments.	Low number of students taking an AP exam, June 2022 College Board Data, Scholarship Data 2022	Existing culture of opting out or not completing subject AP Exams.
Directing financial resources for strategic programming and supporting success for an Advanced Regents Diploma.	Low number of ELL students taking the Algebra II Regents, June 2022 College Board Data, Scholarship Data 2022	Existing culture of opting out or not taking Algebra II Regents.
Allocating financial/guidance resources to support post secondary planning for students with IEPs.	Low number of SWDs taking the Algebra II Regents, June 2022 College Board Data, Scholarship Data June 2022	Student and family delays in postsecondary planning.

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	23.99%	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 3%, from 23.99% to 26.99%, as measured by percent of all students taking an AP exam .
English Language Learners	10.23%	By June, 2023, College, Career & Civic Readiness (CCCR) for English Language Learners will Increase 3%, from 10.23% to 13.23%, as measured by percent of ELL students taking the Algebra II Regents.
Students with Disabilities	5.68%	By June, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities will Increase 2%, from 5.68% to 7.68%, as measured by percent of SWDs taking the Algebra II 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)
		9/30/22			
percent of all students registered in an AP class	percent of all students taking an AP exam	Fall Scholarship Data	By 11/12/22, 23% of all students will have registered to taking an AP Exam	By 01/31/23, 25% of all students will have registered to taking an AP Exam	05/21/23, 27% of students will have taken an AP exam
percent of all ELL students taking the Algebra II Regents exam	percent of all ELL students taking the Algebra II Regents exam	Fall Scholarship Data	By 11/12/22, 10% of ELL students will have taken an Algebra II formative assessment	By 01/31/23, 11% of ELL students will have taken an Algebra II mid-year formative assessment	By 06/30/23, 13.5% of ELL students will be have taken the Algebra II Regents exam
percent of all students with disabilities taking the Algebra II Regents exam	percent of all SWDs students taking the Algebra II Regents exam	Fall Scholarship Data	By 11/12/22, 5% of all students with disabilities will have taken an Algebra II formative assessment	By 01/31/23, 6% of all students with disabilities will have taken an Algebra II mid-year formative assessment	By 06/30/23, 8% of ELL students will have taken the Algebra II Regents exam

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/12/2022	Administer a baseline assessment to gather data for lesson planning that targets students' needs Teachers will know every student well and commit to implementing strategies best suited for each student
09/13/2022	01/31/2023	All classes will utilize classroom data to move students through the differentiation of lessons Administrators will provide Instructional feedback/support for teachers so lessons can be improved Implement ENL Objectives in lesson plans to allow for ELL achievement
09/13/2022	01/31/2023	Improve/Implement instructional strategies through lesson plan development Identify & support students that have a GPA not meeting college ready expectations by CCCR standards

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	06/03/2023	Increase student engagement with culturally responsive teaching as professional learning is provided by Renzulli Learning, C-PET, & school based teacher leaders Strengthen core instruction as teachers share best practices in monthly department meetings
02/01/2023	06/03/2023	Instructional coaching for improved student achievement during department head meetings which is turnkeyed to staff for implementation Curriculum development of all content areas to improve classroom lesson rigor Strengthen core instruction by assigning students individual skills (gaps in learning) needed through IXL's personalized learning
02/01/2023	06/03/2023	Know every student well through monthly SEIT meetings with the school social worker and guidance team Facilitate assessments through quarterly baselines in all content areas for continued improvement and lesson planning and school-wide goal setting for the Fall College Advisor implementing office hours for post secondary planning support Afterschool academic support planning revised for Spring Term (specifically our Saturday Academy)

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Family College Fair	Veritas College Advisor, Guidance Counselors, & Commonpoint Queens
02/01/2023	06/24/2023	Career Day - Community Members share their occupations with students	Community Members

Human Resources	Principal, 2 Assistant Principals, 6 Senior Teachers, 4 Special Ed Teachers, 1 Social Worker, 1 College Advisor, 2 Guidance Counselors, 2 Outreach Personnel (2 School Aides), CPET Coach
Instructional Resources	HMH, NWEA MAP, IXL, and Edmentum software, Student Interest Survey (Renzulli Interest-Alyzer), Electives, After school and weekend enrichment/remediation activities, Blended in person and online learning opportunities
Schedule Adjustments	Strategic programming to support academic inquiry, Saturday support
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)
Intervention, Tier II	Unsuccessful Tier I Intervention	Targeted Intervention/Goal Setting	Small Group	Outside of core instruction	No
Repeat Tier I Intervention, Tier II	Unsuccessful Tier I Intervention	Targeted Intervention/Goal Setting	One-to-one	Outside of core instruction	No
SIT Referral, Tier III	Unsuccessful repeat of Tier I intervention (Tier II)	Targeted Intervention/Review & Revise Goals	SIT Meeting	During School	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)
Family Counseling hosted by school social worker, Tier II	Unsuccessful Tier I Intervention	Counseling	Family	During or after school	No
Community Resources for parents, Tier II	Unsuccessful Tier I Intervention	Resources	Small group	After school	No
CCNY -Family Counseling, Tier III	Unsuccessful Tier II intervention	Outside counseling/Referral	Small group or one-to-one	After school	No

Students in Temporary Housing (STH) Support

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

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.	35

Describe the services you are planning to provide to the STH population.	Veritas Academy will provide students in temporary housing with emergency supplies such as a uniform shirt, books, writing instruments, at-risk counseling, tutoring, reading intervention class if needed, and special college and career support. We also ensure that the temporary housing students have internet access and a device so they are able to do schoolwork at home. In addition, we also provide them with personal hygiene items.

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. Veritas Academy, 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

Veritas Academy 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)

Veritas Academy, 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:	25
Borough:	Queens
School Number:	240

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	Jason Vanderwalker
Assistant Principal	Deborah Kiernan
Assistant Principal	Charlene Gonzalez
Coach	
English as a New Language (ENL)/Bilingual Teacher	Maximo Pichardo
School Counselor	Katherine Garzon
Teacher/ELL Coordinator	Allison Fahrbach
Teacher/Subject Area	
Parent	Larinda Hooks
Parent Coordinator	Yaneli Gonzalez
Related-Service Provider	

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	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]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	3
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):	630
Total number of current ELLs at your school:	77
Total percentage (%) of current ELLs at your school:	12.2%
Total number of former ELLs at your school:	48
Total percentage (%) of former ELLs at your school:	7.6%

PART II: BILINGUAL PROGRAMS

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A																0
TBE	N/A																0
TBE	N/A																0
DL	N/A																0
DL	N/A																0
DL	N/A																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)	Our stand-alone English as a New Language classes are provided as independent ENL classes. All Entering and Emerging students, and some Transitioning students (depending on their individualistic needs) receive specific support regarding their language proficiency, their academic abilities, and the support that either our ELL service providers/teachers recommend or from recommendations from students and their respective families. Courses take place 45 minutes per day, and focus on topics such as formulating questions, the fundamentals of the English language, and how to practice self-advocacy within life and other academic settings. Students are grouped based on the heterogenous method, and are also grouped based on grade level (9th and 10th graders are in one stand-alone class, and 11th and 12th graders are in one stand-alone class).
Integrated English as New Language (ENL)	Integrated English as a New Language courses are dependent on students' language proficiency. We provide push-in support to ELL students within certain English, Math, Social Studies, and Science classes. Most of our English Language Arts classes with current ELLs have ELL co-teachers who provide supports to students for all five days of instruction. We provide most ELL services within students' mathematics or English language arts classes, due to our current staff's certifications, gifts, and talents, and our students' most common areas of support. ELL supports are provided to educators and classes without co-teachers upon request, as we try our best to create an inclusive environment for all ELLs and across all content areas. All classes are inclusive of all language proficiency levels, and it is not uncommon to have Commanding and Entering ELLs within the same class period. The following ELL service minutes are state-based minimum requirements that students are required to receive: Entering Level - 540 minutes (1 unit of study in ENL/1 unit of study in ELA/1 unit of study in ENL or ELA). Emerging Level 360 minutes (.5 unit of study in ENL/1 unit of study in ELA/.5 unit of study in ENL or ELA). Transitioning Level - 180 minutes (.5 unit of study in core content classes/.5 unit of study in ENL). Expanding Level - 180 minutes (1 unit of study in core content classes). Commanding Level - 90 minutes (.5 unit of study in ELA or other state-approved Former ELL services).

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?	Our school has a designated ELL Coordinator, who performs monthly compliance checks between STARS Classroom, a school-based organization sheet, student programs, and teacher programs to ensure that all students are receiving their mandated ELL service minutes. A majority of ELL services are provided within English Language Arts or Mathematics classes. During the 2022-2023 school year, all ELA classes are co-taught by a content teacher, Special Education teacher (if applicable), and an ENL certified teacher. The ENL certified teacher pushes into ELA classes between 180 and 225 minutes per week, depending on the language needs of the students. For example, an Entering ELL who is in need of 540 minutes of language support works with an ENL service provider in an ICT setting between four to five ELA class periods per week. Most of the classes where ENL service providers push in are ICT settings. Our school also has a dually certified Mathematics and ENL teacher who teaches four separate class periods of Algebra I five days per week; this teacher also pushes into a co-taught ICT Earth Science classroom. Instructional supports are delivered through Google Slide presentations, modified handouts, the use of bilingual materials, and other items that the ENL educator sees fit.

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?	Within our school, currently 8.3% of our ELL population consists of Newcomer language learners. Though we do not have any SIFE students within our newcomer population, we are always mindful that we must be prepared to welcome SIFE students at any given point during the year. As such, we utilize a variety of different resources in our Standalone ELL courses, such as materials from EngageNY and the Division of Multilingual Learners at the NYCDOE. Services for Newcomers differ from those provided to Developing or Long-Term ELLs, because we focus more on the augmentation of basic language skills. Within our Standalone classes, we provide lessons that support emphasis on asking and creating questions with the words, "Why," "What," and "How." At Veritas Academy, we strive to ensure that all learners are able to develop critical thinking skills and communication skills that will support the holistic learning development of each language learner. We utilize teacher-developed resources to encourage students to create appropriate questions for higher-level thinking.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	At Veritas Academy, our Long-Term ELL population currently consists of 20% of language learners. We seek to provide our Long-Term ELLs with supports geared towards augmenting their fundamental understanding of listening, reading, writing, and speaking skills. Oftentimes, our Long-Term ELLs are also a part of the 22.4% of ELLs who are students with disabilities. Our school's ELL Department provides ongoing trainings and supports for Long-Term ELLs who are also students with disabilities, and have hosted Culturally Responsive Pedagogy-based trainings related to challenges these students face in academic, social, emotional, personal, and professional contexts. We have provided students with access to an online repository of resources, which include virtual glossaries and other translation-supported websites, to encourage students to build upon their various language-based skills.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Our school currently consists of 38.4% of Former ELLs. A majority of our English Language Learners are serviced within their English Language Arts class, where students are given access to resources that support their development of higher-level vocabulary. Through ELL service provider-developed scaffolds, students are able to gain access to supports for various core content lessons. In addition, a number of our former ELL students are enrolled in AP courses and college-level courses being offered through the College Now program in our co-located school.

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?	When examining the NYSESLAT results, it is clear that a number of ELLs are in need of more support for their language proficiency progress. From the Spring 2022 NYSESLAT administration, the data shows that some students struggled to answer different portions of the examination. In looking at the specific data related to the four modalities of language: Speaking, Listening, Writing, and Reading, the most correct responses were provided in the Speaking portion of the test. Therefore, our school will be focusing more efforts on Reading and Listening-based activities.
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?	From examining students' performance on the NYSESLAT in comparison to their Regents examinations, it appears that a majority of 11th grade ELL students received a waiver on the English Language Arts Regents for what would have been the January 2022 testing administration period. Once the Regents testing period resumes in January 2023, we will have a clearer idea of the connections between the NYSESLAT and Regents examinations. Of those who received the English Language Arts Regents waiver, about 60% tested at Commanding; 35% of the students moved up at least one language proficiency level, while the remaining 5% remained at the Expanding level.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	With regard to the trends pertaining to at-risk levels of ELLs within our school, it is clear that just about every student has at least 1 at-risk factor present. This current year, 64.2% of ELLs within our school are over-aged and under-credited ELLs, and 65.4% of our student population had at least three at-risk indicators towards their graduation progress. All ELLs receive social emotional and academic support from our team at Veritas. In terms of the trends, most of the Current or Former ELLs have at least 3 - 7 risk factors present. 38.3% of the ELL population is considered a Long-term ELL, which means that they have been receiving ELL services for over 5-6 years. In previous years, a number of ELLs have struggled with regard to temporary housing situations or needing to work part-time jobs while attending school, as such their attendance, responsibilities at home, and other situations they may encounter have an impact on their ability to work towards academic and language proficiency-related outcomes. This year, 17.3% of our ELL population is currently in temporary housing, and 44.4% of Current ELLs are considered Newcomer ELLs.
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?	The largest population of home languages represented within our school are Spanish language speakers. 64 out of 77 of our current ELL students consist of Spanish speakers, and as such, we ensure we provide a variety of Spanish language resources to our students. We have a wide variety of staff members who are bilingual in Spanish and English, and we have a Bilingual Guidance Counselor on staff to support our ELLs with their academic, social emotional, and post-secondary needs. Our ELL Department also has an ELL-specific meeting with the Social Worker to support social emotional learning initiatives for ELL-related students and situations they may encounter.
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 the ELL population we support within our school, 64 out of 77 Current ELLs identify as Hispanic. We have a number of students who were born in the Dominican Republic (11/75 Current ELLs), and although we have a variety of ELL students who were born in the United States, a majority of them moved to different countries for their education, and returned later in their academic careers. As such we are mindful to discuss cultural differences based on different countries and languages within our Culturally Responsive Pedagogy Professional Developments that the ELL Department host regularly. With all of this in mind, our ELL teachers often discuss how to integrate cultural practices into the courses they push into. Also, conversations are regularly had with staff members with regard to ELL-related practices, since all teachers are teachers of ELLs. With regard to how students will be incorporated into the planning of curriculum and the delivery of instruction, our ELL educators regularly have informal conversations with ELLs pertaining to content within classes. Teachers regularly utilize feedback from exit slips, do now assignments, and general conversations with students about what is being taught, how it is being delivered, and the choices students have to complete class material. Teachers utilize discussion prompts designed to encourage culturally responsive conversations, which include conversations about different notable traditions and figures regularly seen within diverse regions and cultural backgrounds. An example of the integration of CRSE into ELL students' classrooms could be seen in the stories utilized within students' English Language Arts classes; students regularly read texts from authors such as Amy Tan, Sandra Cisneros, and Joy Harjo.
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?	A sufficient number of our ELLs are ELLs with IEPs. We currently have 33 ELLs within our Current/Former ELL population who have IEPs, with most of the ELLs with IEPs remaining at the Expanding level for quite some time. We no longer have SIFE students in our ELL population, for three years ago this Fall 2022, our SIFE students had tested at or above Transitioning on the NYSESLAT. In terms of impacts that ELLs with IEPs exhibit, one could speculate that the Reading and Listening portions of the NYSESLAT are the biggest struggle with regard to why so many ELLs with IEPs remain as long-term ELLs or ELLs who are unable to score overall at Commanding on the NYSESLAT. Due to diagnoses such as processing disorders or visual and/or impairments students may need extra support with language proficiency due to their Reading and Listening abilities. Based on data ascertained from our school's ELL-based information systems, ELL students will benefit from lessons geared towards strengthening academic writing and vocabulary skills. With the administration of the Regents examinations restarting in mind, we will be emphasizing the instruction of annotation skills, close reading skills, application practices for high-level academic vocabulary, and the development of other skills as determined by data-driven practices within specific content department meetings.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Our school's ILT considers MLs/ELLs in a variety of ways. Our ELL Coordinator within the school is a part of the team, and regularly discusses how to design and implement ELL-related supports into all lessons, regardless if a push-in service provider is present. The ILT also focuses on how to include high-utility academic vocabulary across all content areas, in a manner that supports students' acquisition of vocabulary through reading, writing, speaking, and listening strategies.
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.	The ENL teachers push into the core content area (ELA) classes. Using a variety of co-teaching models, the ENL teachers and the content area teachers deliver the content to students in as much of an equitable way as possible. All content areas are taught in English with the ENL teacher providing supports in the student's home language when possible. If the student's home language is different than that of the ENL teacher, the teacher will bring in supports in that student's language as they relate to the lesson. The core content is delivered in varied ways to suit the needs of the students. In the physical classroom, some of the teaching models utilized are: Station teaching, where teachers divide content and students so as to teach to small groups. Alternative Teaching lends itself well when students need differentiation or there are behavior problems. Lastly, Team teaching is a frequently used model to deliver core instruction. Some students respond better when they see equal cooperation between two teachers.
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.	A variety of instructional strategies and grade-level materials are utilized within all of our classes. Each classroom is equipped with a laptop cart that students may use to complete projects and assignments for each content area class. For example, IXL Learning, Renzulli Learning, and HMH Collections resources are utilized within English Language Arts classes when appropriate. Science classrooms regularly utilize bilingual glossaries and handouts, especially within Regents-level classes. Mathematics classes feature bilingual glossaries as well, and visual supports that aid students in understanding calculator functions. Social Studies classes use EngageNY resources to enrich students' acquisition of English, which also can help build upon students' knowledge within their respective home language. Every single class has an online resource center for students to submit their assignments, which can be found on Google Classroom. The Veritas Academy English Language Learner (ELL) Department's online resource library is available to all students within all classes. Graphic organizers and various scaffolds are available to staff online through the ELL Department resource center, and staff regularly communicate via e-mail to ELL Department staff regarding materials that can be of best use to ELL students in all classes. Within ICT and self-contained classes, ELLs with IEPs receive manipulatives (such as color-coded prompts that students can use to signify that they need additional support with a topic) and other resources through online databases and resource centers, which are provided by the ELL Department. Online tools that are used include the HMH Collections online library and various Google Jamboard activities that students engage in.
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?	The Veritas Academy ICT program provides students with disabilities to travel and interact with their general education peers in all classes while receiving support from the ICT teacher as well as the content area teacher. The ENL teacher supports ELL-SWDs by pushing-in to their English language Arts class. During this time students are usually grouped heterogeneously in order to create a setting in which the students can perform to the best of their abilities and learn from each other. The self-contained teacher and the ENL teacher collaborate to plan lessons that are well suited for the learning styles and needs of each student. This small classroom setting is a positive environment that fosters academic and social success for individual students. ELL service providers are linked to students' Google Classrooms, so that ELL servicing may continue during this distance learning period. The collaborative effort made by the content area teacher, ICT teacher, and ENL teacher to foster an environment that is conducive to learning and academic growth. Time during team planning meetings are allocated for these teachers to look over and assess student IEP goals. Each student's IEP goal and action plan is reviewed on a monthly basis in order to ensure that ELLs attain English proficiency. During tests, all accommodations in the ELL-SWDs are always met. These accommodations range from extra time, scribing, or a specific testing environment. ELL-SWDs are given extra supports and scaffolds to build language proficiency and vocabulary comprehension.

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?	Our school utilizes NWEA MAP testing in order to support English Language Learners in English Language Arts and Mathematics. The results of the diagnostic exam focus on facets of learning such as vocabulary, reading comprehension, writing strategies, and grammar and mechanics. Upon receiving this data, the program will automatically recommend specific skills that can support students in strengthening the individualistic skills they need assistance with. In addition, once our ELL providers receive this information, they assist in tailoring push-in instruction and scaffolds geared towards students' individualistic and generalized learning needs.
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.	Our intervention programs for ELLs in ELA, Math, and other content areas include small group instruction, peer tutoring, AIS services, and the Rewards program. When an ELL student makes use of this support, the ENL teacher works in collaboration with the content area teacher in either providing supports that the content area teacher can use or working alongside the content area teacher. Individual students will be assessed based on their current language proficiency and their progress in each of their respective subjects. A great number of ELLs have been more responsive during remote learning, for many resources are at their fingertips. As such, the ELLs will receive a variety of resources that can enhance their understanding of subject-specific content in the physical classroom. Students will be given both paper and computer-based assignments that assess their writing, reading, and listening abilities. One of the specific subgroups that receive targeted intervention programs are our ELLs with IEPs, who are enrolled in self-contained classes. Those specific students receive additional sentence starters for assignments in both English and their home language, and attend the Rewards program at appointed times. Another specific subgroup that receives support is the 9th grade ELL population, as that is our largest Current ELL group within the school. Students attend after-school peer tutoring opportunities in core content instruction; these students also have access to digital visual bilingual dictionaries to support their English language acquisition.
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.	Not applicable.

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?	All incoming students at Veritas Academy are assessed with IXL assessments and the Renzulli Interest-a-lyzer survey. The results of these assessments are used to plan and guide instruction for both ENL and the content area teachers. The data provides a framework for which to build supports for the ELL population as the content area teachers plan their lessons. Students in push-in classes adhere to modified assessments of the content area classroom teachers. These are co-developed between the ENL and content area teachers. Teachers are constantly using in-class assessments, protocols, and practices to assist the ELL population in developing appropriate speaking, listening, reading, and writing skills. Other formative assessments within the classroom include: exit slips, quizzes, tests, projects, teachers' observations, and support from SEL-trained professionals when necessary.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	ML/ELLs are appropriately evaluated in their home languages through translated assessments, documents, and activities occurring within core content area classes. Ongoing planning to support students' home languages and cultures takes place throughout the year, which is facilitated by the integration of students' home languages with in-classroom projects, activities, and IXL activities.
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).	The success of our programs is reflected firstly on how the students are testing on the NYSESLAT exam and whether they go up in levels or test out. With the re-introduction of the English Language Arts and Mathematics Regents examinations, the data will be utilized to assess students' understandings of core content concepts within their respective classes. Additionally, as ENL teachers, the work done with students has to reflect on their content area classes because work is done on improving their literacy skills. The ELL Data Analysis Tool notes that students are in need of support with Speaking and Writing skills, as shown from data reported from the 2022 NYSESLAT.

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 NYSESLAT examination will be administered by our ELL service providers. The NYSESLAT examination schedule will be designed through a combined effort between the principal, the assistant principals, and our ELL Coordinator. Our ELL Coordinator, Allison Teicher-Fahrbach, will be developing the schedule for the NYSESLAT exam. The educators who will be administering the Speaking test and proctoring for the Listening/Writing/Reading portions are our ELL educators, Taylor Florio and Max Pichardo, along with educators from the World Languages Department and English Department: Ana Civil and Nancy McNamara-Cuevas. Scoring will be completed by our ELL Coordinator, ELL educators, English educators, and World Language educators. Our NYSESLAT testing administration plan is as follows: The ELL Coordinator will meet with administration to discuss the logistics of the exam. This includes allocating specific rooms for testing administration, and the development of a team to administer the examination. If additional proctors for the exam are needed, then this can be discussed during the initial planning meeting. - Students, and their respective families, will be notified of their NYSESLAT testing dates, which include an estimated appointment time of when the exam will be administered to them. - A preliminary e-mail will be distributed to staff stating that the NYSESLAT will be taking place. This will include a list of the students who will be taking the examination. - On the actual day of the exam, the ELL Coordinator will take the secured NYSESLAT materials and transport them to the appropriate proctor. The proctor will review the materials, ensure that all items needed are available, and prepare the NYSESLAT testing room. Students will be called to their NYSESLAT testing room, where they will be instructed to turn off their cellular device, or place it on silent mode, and put it in their bag or pocket. The same will be asked of any smart or digital device that could aid students with any portion of the exam. - Students with IEPs will be given their appropriate accommodations and will be tested in separate locations as per their IEP. Proctors will actively walk around the room during the examination. - Once all exams are complete and the scoring window opens, the individuals who will score include: the ELL Coordinator, ELL educators, and if need be, the World Language educators. The ELL Coordinator will turnkey the district-based training on how to administer and score the NYSESLAT. - During the NYSESLAT testing period, students will still receive ELL services through either the push-in or pull-out ENL methods provided to them. Educators will be on rotating schedules, so that students do not miss consecutive days of instruction or supports from an ELL service provider. In addition, ELLs will continue to receive lesson-based supports from the ELL service provider during the NYSESLAT testing period.

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 population of Long Term ELLs are predominantly self-contained students or students with IEPs. As such, they receive integrated instruction in small class settings. The instruction for them focuses on strengthening their basic comprehension skills by providing them with strategies to understand the fundamentals of their work. The emphasis with these students is in unpacking the classwork in consumable portions to ensure the greatest possible understanding before they continue with the task of the class.
b. SIFE	For SIFE students we implement the resources offered through EngageNY. We also continuously communicate with SIFE students to ensure that their academic, social emotional, and personal needs are being addressed, as they generally need support adjusting to structured activities within the school day.
c. Newcomer	Newcomers receive special emphasis on vocabulary building. The instruction is centered on pre-taught vocabulary words and phrases, such as linking words. We implement the use of various graphic organizers and sentence starters. In addition, they are taught basic strategies for managing the English language. They are provided with a dictionary as well as a journal notebook in which they are to record any new words that they come across and do not understand so that they build a lexical vocabulary. A newcomer with very little L2 is given small group, pull out instruction.
d. Developing	Developing ELLs are taught through word banks using linking words and phrases and how to incorporate them in claims and counterclaims. Additionally, they work on building their comprehension of the language by engaging in lessons that activate prior knowledge, connects their L1 with their L2 by having them recognize cognates.
e. Long Term	Our population of Long Term ELLs are predominantly self-contained students or students with IEPs. As such, they receive integrated instruction in small class settings. The instruction for them focuses on strengthening their basic comprehension skills by providing them with strategies to understand the fundamentals of their work. The emphasis with these students is in unpacking the classwork in consumable portions to ensure the greatest possible understanding before they continue with the task of the class.
f. Former ELLs up to two years after exiting ELL status	Former ELLs are generally fully immersed in AP classes or other settings where they can exercise their strengths in language. They work independently and display their knowledge of text by writing essays and being able to cite evidence and support their claims. There is much less emphasis on using sentence starters and graphic organizers to develop ideas.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	We currently do not have a DL or TBE program. Within the ENL program model, our ELL educators regularly communicate with ELLs regarding their language proficiency progress. Support is generally provided through translated documents, which are provided to students in both their home language and English. ELL service providers will give students assessments in their home language, which is a concurrent practice seen during Regents examination testing. ELL service providers then examine the results of the examination (within students' home language and, if applicable, the examination in English) to determine what next steps the student will need to build upon his or her language proficiency.
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?	Language electives that ELL students may take include Spanish. This forthcoming school year, we are continuing to hold a recommendation-based course that addresses supporting students with basic language skills and vocabulary acquisition. This course will be held by our Reading teacher, who is proficient in support students' Reading, Listening, and Writing skills, three modalities which are pertinent to ELLs' acquisition of language. Our school supports students' journey towards the New York State Seal of Biliteracy by teaching with global perspectives and research-based activities present within core content classes. In alignment with the New York State Seal of Biliteracy program, our English Language Arts courses regularly utilize Project-Based Learning initiatives that focus on students' abilities to develop interest-based research projects, and present them to the class (similarly to Part 4 of the Capstone Biliteracy Projects).

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.	Our professional learning plan addresses a variety of needs of MLs/ELLs, and the supports that staff may utilize to assist MLs/ELLs. Our ELL Department regularly presents on topics such as Culturally Responsive Pedagogy and sensitivity to ML/ELL cultural perspectives, which have supported our staff in understanding different social emotional and academic strategies to aid students. Our annual professional learning plan also includes time to support ML/ELL students through analyzing data-driven aspects of their education and language proficiency progress.
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).	Weekly, our school hosts after-school professional development opportunities for staff. These professional developments include the discussion of workshops such as: How to Construct English Language Learner Objectives within Classroom Lessons, Equity within the Classroom, and Culturally Responsive Pedagogy (A Three-Part Series on Cultural Diversity), and offerings focused on joint Special Education Department and ELL Department initiatives. In addition, our educators regularly receive the Multilingual Monthly newsletter from the NYCDOE DML, which shows what CTLE workshops are being offered. As a part of District 25, our administrators and staff will regularly review the district's and central's calendar to register for professional development workshops.

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.	Our school meets with ML/ELL families regularly, be it in person, over the phone, or virtually to discuss students' progress and needs. Our PTA and Parent Coordinator are in the process of developing a wide variety of initiatives that focus on family empowerment and community engagement, which range in terms of developing workshops for families to understand student transcripts, to workshops that focus on ML/ELL-related ideas when it comes to preparing for post-secondary experiences.
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.	Within the first month of school, parents and families are invited to our ML/ELL Parent Welcome workshop, where we distribute a specified ML/ELL parent survey. Parents who do not attend the workshop are given a link to fill out the survey, and ELL students are asked to remind parents of the survey by the ELL service provider. Our staff also supports ELL students through school wide Wellness Check-ins, with ELL service providers calling and supporting ELLs and their families bi-monthly with academic, social emotional, personal, and professional needs that may arise. One-on-one calls are performed specifically towards the beginning and end of the school year to discuss letters that will be sent home regarding the NYSESLAT, and letters that will detail students' progress as seen on the NYSESLAT from the previous school year. One-on-one calls, and information related to the conversations and concerns that parents have, will be documented on a Google Sheet and shared between the ENL Department members as calls and conversations are had as per CR-Part 154. If parents request to have a one-on-one meeting in person, meetings will be arranged accordingly.

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.	Of the ELL population we support within our school, 64 out of 77 Current ELLs identify as Hispanic. We have a number of students who were born in the Dominican Republic (15 out of 77 Current ELLs), and although we have a variety of ELL students who were born in the United States, a majority of them moved to different countries for their education, and returned later in their academic careers. As such we are mindful to discuss cultural differences based on different countries and languages within our Culturally Responsive Pedagogy Professional Developments that the ELL Department host regularly. With all of this in mind, our ELL teachers often discuss how to integrate cultural practices into the courses they push into. Also, conversations are regularly had with staff members with regard to ELL-related practices, since all teachers are teachers of ELLs.

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).	When new students are enrolled in our school, one of our ELL teachers will contact the family to complete the Home Language Identification Survey. If the student is deemed eligible for the NYSITELL, testing will take place within about 1 - 3 days of the student's arrival. If the student is identified as a Current ELL, the ELL Coordinator and School Counselor appropriately program the student for services. The student is introduced to one of our ELL educators, who shares some information about the culture of our school, who students can speak to regarding different things they may require, and discuss past learning experiences. If the ELL educator deems that the student would benefit from speaking one-on-one with the Social Worker or Guidance Counselor about social emotional topics, an introduction is made between the student, (potentially) the student's family, and appropriate staff members.
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.	Our identification team consists of the following individuals: Allison Teicher-Fahrbach, ELL Coordinator Max Pichardo, ENL educator Yaneli Gonzalez, Parent Coordinator Charlene Gonzalez, Assistant Principal Katherine Garzon, Bilingual Guidance Counselor Antonio Bausone, Director of Guidance When a new student is enrolled in our school, our secretary notifies all individuals listed above. The ENL educator and/or ELL Coordinator conduct the Home Language Identification Survey (HLIS) to determine ELL eligibility. The ELL identification process continues per compliance, district, and state regulations, and the student's social emotional well-being and needs are discussed between the counselors and ELL Department. If the Language Proficiency Team needs to be activated in the event of a Special Education student who is an ELL is enrolled, the team collaboratively discusses next steps and supports.

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
Yaneli	Gonzalez	Parent Coordinator		Yes	
Allison	Fahrbach	ELL Coordinator	2020-2021	Yes	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
Yaneli	Gonzalez	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No

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
BENGALI (BANGLA IN BANGLADESH)	15	1.63	18	1.96
CHINESE ANY	52	5.65	40	4.35
CANTONESE	0	0	1	.11
DARI/FARSI/PERSIAN	1	.11	1	0.11
FRENCH	1	0.11	1	0.11
HAITIAN CREOLE	1	0.11	0	0
HINDI	3	.33	3	.33
KOREAN	5	.54	5	.54
MANDARIN	0	0	11	1.2
NAHUATL	4	0.43	4	.43
NEPALI	2	.22	2	.22
ENGLISH	350	38	345	37.5
PASHTO (A.K.A. PUSHTO)	2	0.22	2	0.22
PILIPINO (A.K.A. TAGALOG)	1	0.11	1	0.11
POLISH	1	0.11	1	0.11
RUSSIAN	2	.22	2	.22
SPANISH	476	51.68	478	51.96
(AMERICAN) SIGN LANGUAGE	2	0.22	2	0.22
URDU	3	0.33	3	0.33

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	16	16
Greek	3	3
Italian	1	1
Arabic	1	1
Chinese	1	1
Hindi	1	1
Urdu	1	1
Punjabi	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	It is the school's desire and expectation that all parents, including our non-English speaking parents, acquire access to our school's general information and their children's educational options appropriately and in a timely manner. Assessment was conducted through the Home Language Identification Surveys for all students whose HLIS indicated speaking a language other than English at home. This was also conducted through conversations with classroom teachers and by the ELL Coordinator during parent/student interviews at the beginning of the year. Based on these findings, both the school staff and administration have agreed that both written and oral interpretation is necessary for these groups. The Parent Coordinator works closely with our School Counselor and ELL Coordinator to establish procedures and policies to meet the needs of our Limited-English Proficiency parents by ensuring that all documents sent home are marked with a translation stamp indicating the importance of the document and the need for translation. This translation stamp is in Korean, Spanish, and Chinese.

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.
ELL Notification Status	Twice Annually	Translation will be provided through district and state-approved forms. Google Translate and staff-assisted translations will also be utilized (when using a translation app a staff member will proofread it for errors)
Parent Notifications	Periodically	Google Translate and staff-assisted translations will be utilized. Staff members currently involved in the translation process are Katherine Garzon, Guidance Counselor, and Yaneli Gonzalez, Parent Coordinator (when using a translation app a staff member will proofread it for errors)
Promotion in Doubt letters	April/May	Google Translate and staff-assisted translations will be utilized. Staff members currently involved in the translation process are Katherine Garzon, Guidance Counselor, and Yaneli Gonzalez, Parent Coordinator (when using a translation app a staff member will proofread it for errors)
IEPs	Yearly	Google Translate and staff-assisted translations will be utilized. Staff members currently involved in the translation process are Katherine Garzon, Guidance Counselor, and Yaneli Gonzalez, Parent Coordinator (when using a translation app a staff member will proofread it for errors)
Principal's Newsletters	Periodically	Google Translate and staff-assisted translations will be utilized. Staff members currently involved in the translation process are Katherine Garzon, Guidance Counselor, and Yaneli Gonzalez, Parent Coordinator (when using a translation app a staff member will proofread it for errors)
School Website	Periodically	Google Translate and staff-assisted translations will be utilized. Staff members currently involved in the translation process are Katherine Garzon, Guidance Counselor, and Yaneli Gonzalez, Parent Coordinator (when using a translation app a staff member will proofread it for errors)

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.
Curriculum Night	September	Computer tablets, Google Translate, and staff-assisted translations.
Parent-Teacher Conferences	November & March/One afternoon, one evening session per aforementioned month	Computer tablets, Google Translate, and staff-assisted translations.
Open House	Periodically (as scheduled)	Computer tablets, Google Translate, and staff-assisted translations.
Freshman Orientation	June	Computer tablets, Veritas Academy Student Ambassadors (Students are not involved in the translation of personal information), Google Translate, and staff-assisted translations.
IEP Meetings	Periodically (as scheduled)	Over-the-phone interpretation and staff-assisted translations.

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..)	We would use the over-the-phone translation services and in-house services, since our most frequent language is Spanish both from a staff and parent population standpoint. We would also utilize our school's phone messaging service, since the messages can be translated into a family's preferred language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	We utilize over-the-phone translation services, in-house services, and pre-recorded messages to support the distribution of this information. Our website is able to be translated into a multitude of languages, all of which are currently supported by the website's automated translation services.
(C) If a parent has an emergency and needs to contact the school.	The most of the staff in our main office is comprised of bilingual English-Spanish speakers. Parents are able to utilize the messaging section on Skedula/Pupil Path, Google Classroom, and through a staff e-mail directory located on our website. Our website is able to be translated into a multitude of languages, all of which are currently supported by the website's automated translation services.

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	At the beginning of the year during staff meeting
Over-the-Phone Interpretation Desk Aid	Turnkey from training; staff e-mail; during Department Head and specific Department meetings
Language Access Handbook	At the beginning of the year during staff meeting
T&I Unit InfoHub Link	Turnkey from training; staff e-mail; during Department Head meetings.
ESL Student Roster/Language Needs	Via e-mail, shared as an active Google Sheet

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	We inform all staff, especially new staff, of the Chancellor's regulation at the beginning of the school year. We do this in the form of a professional development workshop where we share out resources that we have developed for our students, as well as those provided by the DOE. We provide the staff with a roster of all of our students and their home languages, so that the staff is aware of their language needs. When a staff member has to communicate with a parent, we ensure that translation services are available either in person, over the phone, or through virtual means.

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 | The school fulfills parental notification requirements as stated in Chancellor's Regulation A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to: the main entrance, the main office, and the main office of the School Counselors. A welcome sign in many languages is posted by the main entrance indicating key people such as the Parent Coordinator document in the appropriate languages, indicating the importance of the document and the request for translation or interpretation. The school instruction based documents, translation information, and other parent-related guides. The school will provide each parent who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence. |

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. | At various meeting points (parent-teacher conferences, IEP meetings, Curriculum Night, school events, field trips, etc.), we will informally survey the parents in order to gather feedback. We will also send parents service-related surveys to determine what we can further improve upon as a school. |
| 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. | From surveying parents both formally and informally, we learned that some families are comfortable receiving information from the school in both the English and Spanish language, and we will provide correspondence materials to families in both of those languages. |

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:	Veritas Academy
DBN:	25Q240
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.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	77
Total # of teachers in this program:	15
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	12

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	N/A
Rationale	The ENL population that we have within Veritas is rather diverse when it comes to its background and needs. It ranges from students who are recent arrivals to the country, to some long term ELLs. The largest population of ELLs within our school are in the 9th and 10th grade. At least 30 students have tested at the Commanding level during the 2022 NYSESLAT examination. One of the areas of most concern for us, particularly as a Renzulli school, is that of Social Emotional Learning. When the students comes from other countries, it takes them some time to acculturate to a new system. We want to offer the students a space where we can address their most pressing needs in order for them to succeed. In addition to working on the basic skills of reading, writing, listening, and speaking, we have structured our program to offer a wide range of learning experiences for our students. There will be a variety of digital-based and hands-on supplemental education programs that the school will continue to utilize this year to support ELLs' learning. These include the Renzulli Learning online platform, IXL Learning, and EdMentum. IXL provides specific support with the Math and ELA content areas, and supports students with PSAT and SAT-based skills.

Subgroups and grade levels of students to be served	Within our ENL population, the subgroups we have include students across the range of proficiency levels from Entering to Commanding. Another subgroup consists of Special Education students. The grade levels to be served will be 9th-12th grade. Families have expressed interest in a variety of the Title III programs we intent to offer. Since we only have an ENL standalone program within our school, our activities will reflect the current ENL model present. The language of instruction for the program will be English. Regarding the ELL subgroups we have within out building, there are a number of supports we are focusing on to assist them in augmenting their language proficiency skills. Newcomers (0-3 years): A number of the Newcomer ELLs are at the Entering or Emerging levels, and are enrolled in the ENL pullout courses with our ENL teachers. Within their classes, the Newcomer ELLs are receiving access to a variety of content-specific supports and digital materials that can augment their reading and writing skills. With regard to the other modalities that ELLs need support with, speaking and listening, our students are able to join a variety of extra curricular programs that our school offers, including Student Government and The Inner You Leadership group. For the Saturday Academy courses, we will be offering our Newcomer ELLs support within an ELL Writing course geared towards building stamina when testing and the core four modalities of listening, speaking, reading, and writing. The ELL Writing course will emphasize concrete writing skills that ELL students have voiced concerns with through qualitative, verbal information that students have expressed to their ENL teachers. Developing (4-6 years): Our Developing ELLs consist of a mixture of ELL students with disabilities, and students who are continuing to improve upon their concrete writing skills. The ELL Writing course that will be offered during our school's Saturday Academy will reinforce writing skills such as coherent sequencing, proper usage of parts of speech, differentiating between descriptive and expository writing, and argumentative and analytical writing that is most commonly seen in the Next Generation Learning Standards, and the complimentary standardized examinations that are typically given to students during January, June, and in certain cases, August. Long-Term ELLs (7 or more years): Most of our Long-Term ELLs are Transitioning or Expanding, and also fall into the ELL subgroup of ELLs who are also Students with Disabilities. As such, we will continue to focus on ensuring that our Long-Term ELLs are enrolled in Saturday Academy groups that focus on the specific learning challenges they are facing. This specific group will be closely monitored and targeted for direct ELL Writing supports during their classes and during our academic support Saturday Academy courses. In addition to the aforementioned supports and structures that will be put in place to aid our ELL students, we are specifically ensuring that these programs are developed in order to ensure that our school and students do not deviate towards Level 1 status within our school's Every Student Succeeds Act (ESSA) data. Our school is currently within Good Standing with regard to ESSA data reported to the state, and as such, we wish to continue to uphold our scholars to high learning standards, provide social-emotional and academic supports to students, and are closely monitoring our students' academic progress to ensure that students are getting appropriate and fair access to their education. Over 75% of our ELL students are Transitioning or Expanding, and a majority of our ELLs fall into the Long-Term ELL category.
Schedule and duration	With the aforementioned information in mind, the rationale for the After School program is as follows: We intend to provide all students with the opportunity to receive direct, explicit educational support from educators on our staff. We want to ensure that students are provided reinforcements and resources for their academic careers. This will mean that all students will be afforded the ability to succeed. Moreover, the Saturday Academy is not a remedial program. It is a program designed to promote the acquisition, strengthening, and development of content-based skills, fundamental writing procedures and protocols, and develop students' academic prowess in each of their respective classes. Based on this description, all ELL students can benefit from the Saturday Academy and After School program. Student programming for the Saturday Academy will be developed in conjunction with the student language proficiency levels. Tentative programs to be established for the 2022-2023 school year will include academic support for the following subjects: - Algebra I - Algebra II - ELA Writing - Global II Writing - U.S. History Writing - ELL Writing - Earth Science Tentatively, the after school program will occur on Tuesdays, Wednesdays, and/or Thursdays depending on student interest and needs. The program will begin in October 2022 and cease in May 2022. The program will take place from 2:30-3:30PM.
Language of instruction	The language of instruction is English.
Number and types of certified teachers	ENL and content area teachers will provide direct instruction through the methods of team-teaching, parallel teaching, and flexible groupings. Teaching format will be determined based on the design of the lesson, the skills being utilized, and content objectives. Moreover, educators will utilize various resources and digital tools to support students' language proficiency progress and academic growth. About 3 ENL certified teachers will be involved.
Types of materials	Ordinary classroom materials will be utilized for the program, such as pens, pencils, and paper. Regents-related materials will be provided by teachers to support the program's curriculum.
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	N/A
Rationale	As a school community, we are committed to a partnership of shared-decision making that results in the professional learning that promotes growth in individual, department-based, and school-wide instructional practices that supports self-reflection to improve upon designing coherent instruction. Veritas Academy is a single session school, and teachers attend professional learning through the District and Central Offices' offerings, peer led professional learning in school, and other DOE-approved learning opportunities. During this past school year, the pandemic allowed us to be more creative with professional development opportunities by making them accessible via webinars, videos, and collaborative online sharing experiences. This practice will continue throughout the 2022-2023 school year. Each year there is collaboration between department heads and administration who work together to develop the professional development calendar of professional learning topics to produce meaningful PD opportunities that support the school's instructional focus, and any identified areas of instruction that need support through the observation process and recommendations from our PPO visits. As a school, we believe that shared-decision making and distributive leadership allows for a more consistent sustainability for professional learning and produces a positive impact on the implementation of visible instructional shifts across classrooms.
Teachers to receive training	All teachers are educators of English Language Learners. As such, professional development opportunities will be afforded to all staff within our building.

Schedule and duration	September: 9/13/2022: Curriculum/Technology/Caregiver PD: Navigating Online Resources, Social Emotional Learning Practices, and Trauma-Informed Care This professional development opportunity will focus on providing staff with trauma-informed resources that can be infused within their classes, granting staff access and training to a variety of technology-based resources to support fully in-person, blended, and remote learning environments. Resources to reinforce the social-emotional learning culture that has been infused within our classes from the moment Veritas Academy opened its doors years ago. October: 10/18/2022: Instructional Learning Walks and Support; Lesson plan format and development Staff will be given crucial information as it relates to the special populations of students in our school. These populations include ELLs, Students with Disabilities, ELLs who are also students with disabilities, and students who may have been impacted by a variety of familial or personal concerns. The counselors within our building will discuss how we can best support all of our students based on their academic, social-emotional, personal, familial, or professional needs. Staff will also be given ample time to realign their lesson plan formats to the most recent lesson plan template our school will be utilizing. November: 11/15/22: Designing accessible and coherent instruction; High-impact scaffolds for ELLs and Students with Disabilities The professional development opportunity this month will focus on how co-teachers can collaborate on lesson plans, activities, and other resources that will benefit all of our school's students. The Technology Coordinator will discuss resources and supports that can aid students' academic achievement within content area classes. Educators within our ELL and Special Education Departments will discuss how educators can create supports for their ELL and Special Education students, and how content area teachers can help to create an inclusive learning environment. Through these opportunities presented to staff, we will also focus on how to use our Wellness Check-in System to support students' social-emotional well-being. December: 12/13/22: Questioning and Creating: Engaging students in higher-order thinking, differing perspectives, and culturally responsive practices Staff will receive hands-on support in developing activities and lessons that will encourage diverse perspectives, ensuring students' voices are heard, creating culturally diverse experiences for all students, and developing practices that support a community-driven approach to education. Moreover, staff will learn about the infusion of higher-order thinking strategies that revolve around questioning, developing challenging lessons, and providing students with enriching content despite their language proficiency level. January: 1/10/2023: Schoolwide Academic and SEL Needs Assessment This professional development session will focus on examining the successes and challenges we have had as a community, and developing solution-oriented strategies to support students, staff, and the community as needed. We will also take a look at the instructional focus for the school year, and how our classroom and general practices have aligned to the strengthening and reinforcing of our overall mission, vision, and values as a school. February: 2/7/2023: Curriculum Planning and Instructional Supports A hands-on opportunity to create scaffolds and supports for our ELL and Special Education students will be provided to ensure that students can achieve and succeed in their academic class. In addition, a variety of ways to build students' social-emotional intelligence, professional skills, and digital literacy skills will be provided. It is crucial, especially in this current educational climate, to ensure that students are well-equipped to handle the various situations that they will encounter within their respective lifetimes, and as such, we anticipate that collaborating and developing resources as a staff will support students' growth. March: 3/14/2023: Infusing Culturally Responsive Practices in the School Culture Members of our ELL Department will share best practices within their own classrooms, and how small adjustments within daily lessons can help support students' understanding of culture. Each of us may have a different understanding of culture and what truly makes us who we are, and it is important to embrace that idea, so that we can build different discussions and understandings within our classroom and our community. April: 4/11/2023: Community Resources for ELLs and ELL Families During this specific session, we will focus on discussing different community organizations and non-profit groups that can provide support to ELLs and their respective families. Moreover, we will share information on where to find basic necessities such as support with food or shelter, to information about individualistic needs or challenges that families may be facing. May: 5/9/2023: Managing Stress and Challenging Moments We all face different challenges within our respective lives. As such, this professional development will help to equip staff with the skills to identify stressors in life, examine ways to adjust responses to stressful situations, and how to support students who may be facing academic, social-emotional, professional, and personal stressors within their respective lives. June: 6/6/2023: Keep the Learning Coming: Suggesting Summer Activities for ELLs Although the school year may be coming to a close, this does not mean that learning needs to stop. Through this professional development, staff will learn about different opportunities to recommend to students for summer enrichment programs, supporting hands-on learning activities, and potentially exploring New York City to discover museums and other cultural centers that can provide a deeper understanding of learning outside of the classroom.
Topics to be covered	Topics to be covered are provided with the schedule and duration list included above.
Name of provider	Various educators within Veritas Academy will be hosting the professional development workshops. Community-based organizations and institutions such as Renzulli Learning will also provide ample opportunities for professional development.
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	N/A
Rationale	We intend to continue to offer services we established in the past. Many immigrant parents are not familiar with the school system and the resources that are available to them. We plan to educate parents about the entire school experience. This will include concepts such as how many credits their children need to graduate and the college application process. We intend to also offer parent support workshops in addition to technology workshops where they can learn basic computer literacy skills. For example, supportive workshops or lessons, such as resume writing could be available for parents. These Services and workshops are based on discussions our ENL staff and Parent Coordinator have had with the parents and guardians of ELL students. Records will be maintained in a secured, locked office. They will be in a file cabinet that is dedicated to ALL related matters. These records entail the ELL Folders of Critical Documents, and other related information that is pertinent to ELL students such as their programs for the school year. Digital copies of our school's ELL roster are also kept and regularly maintained on a Google Drive folder. We plan to continue to maintain a relationship with Access VR to offer students who qualify an alternative path to careers. In addition, the Office of Higher Education Services Corporation may be working with our school once again to discuss ELL and Special Education-related needs. Our guidance counselors and administrators have an open door policy and parents/guardians are able to make appointments to meet with administrators, counselors, and other staff within the building. In addition, counselors intend to provide "college night" workshops for parents and students. During these workshops, we provide translators where we can. The college night workshop is tentatively being offered in January 2023 at 6:00PM in the evening, which will focus on FAFSA and other information that parents must be made aware of. Translation services are also available at the monthly PTA meetings, wherein various guest speakers also present regarding the diverse needs of our school population. A parent survey has been distributed to parents/guardians, and we will make a decision about more parent workshop opportunities as we continue speaking to parents.

Schedule and duration	We will determine the exact duration of workshops and sessions as the year persists, when we have gathered participation data upon surveying our families. The following outline below provides the tentative schedule of parent engagement sessions. All of the workshops being provided were created based on a needs assessment that was administered to ELL parents. The topics, time of day and schedule dates are subject to change throughout the year as unforeseen circumstances that may arise as a result of the ongoing COVID-19 Pandemic: November 9, 2022, 6:00PM: Town Hall Meeting provided by administrative staff, school counselors, and our college counselor: Staff from Veritas Academy will address a variety of parent concerns and questions about blended and remote learning. There will be discussions about what resources and services are being provided to students during the potential blended and remote learning periods within the 2021-2022 school year. (Translation Provided) December 9, 2022, 6:00PM: Academic and Social-Emotional Supports for Students and Families provided by administrative staff, school counselors, and ENL staff: Collaboratively, we will focus on how to develop a positive at-home learning environment for students to succeed. There will be resources provided to families, which includes a digital repository of online educational resources. (Translation Provided) January 13, 2023, 6:00PM: FAFSA and the College Process provided by administrative staff, college counselor, and ENL staff: The college process, financial aid resources, and scholarships may seem like a challenge to some, however with a discussion about the resources our school provides to students and families, we hope to help develop an understanding of how to navigate this exciting process! (Translation Provided) February 10, 2023, 6:00PM: Improving Your Child's Self-Image provided by administrative staff, ENL staff, and the school's Social Worker: In this leadership-based workshop, we will focus on providing parents with knowledge about how to support their child's growth and progress. We will focus on social-emotional learning skills and a variety of CASEL's SEL core competencies indicated as crucial values for youth. (Translation Provided) March 8, 2023, 6:00PM: Leadership and Community Involvement provided by administrative staff, ENL staff, and the school's Social Worker: Families will learn about ways that their children can help give back to the community. We will discuss online volunteer opportunities and in-person volunteer opportunities that students can join! (Translation Provided) April 7, 2023, 6:00PM: Drug Use and Gang Prevention Workshop provided by administrative staff, ENL staff, and the school's Social Worker: With growing influences from social media and other outside factors, it may be a challenge to make sure that youth are not being pressured into various difficult situations. We will talk about how to prevent drug use and gang-related activity, and provide parents with resources to have a conversation with youth about making the right decisions. (Translation Provided) May 12, 2023, 6:00PM: Self-Development and Personal Growth provided by administrative staff, ENL staff, and the school's Social Worker: Through a s series of discussions, we will be focusing on how to help family ties work towards creating and completing their own personal goals. It is important that we extend our social-emotional learning community beyond the walls of our school, so that students and their families can feel empowered and inspired! (Translation Provided) As of now, the components of this program are combined as having no cost or some costs to be determined based on per session-related and material-related needs.
Topics to be covered	Topics to be covered are mentioned in the schedule and duration portion of this plan.
Name of provider	Educators and counselors from Veritas Academy will be facilitating these workshops. Community-based organizations will facilitate workshops as necessary.
How parents will be notified of these activities	Parents will be notified of these activities through our school website, letters sent home to parents, and through discussions with students who are members of the ELL Department.
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		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Allocation Amount ($):	N/A
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.	Chronic Absenteeism Quality Individualized Education Program High School Math High School ELA Graduation Rate College, Career, & Civic Readiness Supportive Environment Framework

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	278,517	x	Graduation Rate High School ELA High School Math Chronic Absenteeism
Title I, School Improvement 1003(a)	Federal	N/A	x	N/A
Title II, Part A	Federal	N/A	x	N/A
Title III, Part A	Federal	12,000	x	CCCR Graduation Rate High School ELA High School Math
Title III, Immigrant	Federal	N/A	x	N/A
Title IV, Part A	Federal	N/A	x	N/A
Tax Levy (Fair Student Funding)	Local	5,163,328	x	Chronic Absenteeism Quality IEP High School Math High School ELA Graduation Rate CCCR

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 <u>may not</u> 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.