

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	25Q425
School Name	John Bowne High School
Principal	Laura Izzo Iannelli

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 5: COMMUNITY SCHOOLS
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	John Bowne High School
District Borough Number (DBN):	25Q425
Grades Served:	9-12
School Address:	63-25 Main Street Flushing, NY 11367
Phone Number:	(718) 263-1919
Fax:	(718) 575-4069
School Contact Person:	Laura Izzo Iannelli
School Contact Person Email Address:	Lizzoianelli@schools.nyc.gov
Principal:	Laura Izzo Iannelli
United Federation of Teachers (UFT) Chapter Leader:	Melissa Alvarez
Parents' Association President:	Gloria Martinez & Carmen Huertas-Noble

SLT Chairperson:	Monet Nelson
Title I Parent Advisory Council Chairperson (PAC):	Keisha Jean Jacques
Student Representative(s) Middle /High School:	Mithi Jhaveri
Student Representative(s) Middle /High School:	Happy Patel
Community Based Organization (CBO) Representative:	Nefertiti Francis
School-Based Students in Temporary Housing (STH) Liaison:	Ms. Perez Díaz

District Information

Geographic District:	25
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	
Laura Izzo Iannelli	Principal or Designee*		
Melissa Alvarez	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Gloria Martinez, Carmen Huertas-Noble	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Keisha Jean-Jacques	Title I Parent Advisory Council Chairperson (or alternate)		
Mithi Jhaveri	Student Representative (Required for middle and high schools)		
Happy Patel	Student Representative (Required for middle and high schools)		
Jessica Ambrosio	CBO Representative, if applicable		
Evie Hantzopoulos	Parent		
Nefertiti Francis	CBO Representative		
Monet Nelson	AP Social Studies		

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

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>John Bowne High School is a large, comprehensive high school in Flushing, Queens. We are home to seven small learning communities, or Majors, which each student is a part. These Majors include Agri-Science (Agriculture), Academy for Creative Artists, Bowne Computer Science Institute, Bowne Institute for Health and Nutritional Sciences, Bowne Law Institute, S.T.E.M. Academy, and Bowne Visual Arts Institute. Each Major provides a sequence of classes unique to that program as well as activities specific to the interests of students in the Major in order to help build community. We offer special education and English as a New Language classes specific to the needs of our learners. Students are provided with many opportunities to participate in competitions: science, engineering, robotics, moot court, mock trial, the arts, and writing. Our Air Force Junior ROTC program is a high performing program that has earned numerous awards at the National level. We host the largest Future Farmers of America chapter in New York State and have earned numerous awards at the State and National levels. We participate in Science Olympiad and placed in the top ten at the State level. There is truly something for everyone at John Bowne! We offer elective classes ranging from Fashion Design, Floral Design, Acting, and Journalism to Cybersecurity, Career and Financial Management, Forensics, and Civil Rights and Equality. We offer four languages including Chinese, French, Italian, and Spanish. We offer a myriad of Advanced Placement and College Now courses. In addition, we have a four acre farm in our backyard which supports much of the learning of our students in our Agri-Science Major. Bowne offers over 20 clubs and 25 sports teams. Clubs include: Building a Better Bowne, Gender and Sexuality Alliance (GSA), and College Counseling Club. We have very active chapters of My Brother's Keeper and My Sister's Keeper, as well. We have numerous sports teams including Boys Varsity and Junior Varsity Basketball, Girls Varsity Basketball, Softball, Baseball, Bowling, Tennis, Track, and Weightlifting. Our graduates attend a variety of colleges including CUNY, SUNY, private colleges and universities, and trade schools.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Algebra 1	9	CPM Algebra 1 Core Connections	
Geometry	9, 10, 11	Pearson	
Algebra 2	9, 10, 11	Big Ideas	
English 9-12	9, 10, 11, 12	ELA-Department Created Curriculum both in print and online, Newsela	

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)
Making inferences/drawing conclusions from implicit language, where the texts leaves matters uncertain/does not explicitly state findings	Our junior Map Growth data in June revealed that 27% of students struggled with Key Idea and Details and could not correctly answer questions, which asked them to make inferences and to contextualize academic words to determine areas where the text leaves matters uncertain.	Students need to be explicitly taught the skill of making inferences, as well as context clues, an emphasis must be placed on analyzing texts that leave matters uncertain and require students to draw conclusions based on evidence and analysis. Teachers need to devote time to teaching the skill of inferencing and providing rich opportunities for students to frequently draw conclusions when reading and analyzing complex texts in the classroom and on all assessments.
Elaborating on evidence and analysis and connecting back to a thesis/position.	Our uniform final exams from the Fall Term as well as our midterm from the Spring Term, show that 39% of students struggle with elaborating on textual evidence. Students are not analyzing cited text and connecting it back to their central argument.	Students need explicit teaching of analysis, including exemplars of successful and poor analyses, templates, and sentence starters to ensure they are elaborating on textual evidence used to support arguments in writing. Teachers need to teach analysis as major units in writing to ensure students synthesize and analyze text used to support arguments in writing. Means, Proves, Connects was utilized to improve ability to analyze relevant textual evidence.
Decoding Academic language	Our June Map Growth assessment, reveal that 22% of students cannot correctly answer MC questions due to the inability to decode academic language used in reading and in questioning. It has become clear that students need explicit language instruction. The Margarita Calderon method has been adopted by ISS, ENL and English Department to remedy vocabulary deficiencies.	Students need to be exposed to effective language acquisition techniques and receive explicit instruction in high utility academic language frequently appearing on standardized exams (IE: futile, indifference, disillusionment, apathy). Teachers must explicitly teach and assess the teaching of academic language. Additionally, the asian subgroup must be surveyed to find texts that are relative and engaging to leverage literacy learning and curricula must be envisioned to ensure relativity to their unique cultures, experiences, interests, backgrounds, and language deficits.

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
English Language Learners	42.41%	By June, 2023, High School ELA for English Language Learners will Increase 4%, from 42.41% to 46.41, as measured by NYS English Regents Results.
All Students	73%	By June, 2023, High School ELA for All Students will Increase 3%, from 73% to 76%, as measured by NYS ELA Regents.
All Students	24% performing in the high range	By June, 2023, High School ELA for All Students will Increase 10%, from 24% performing in the high range to 34% of students performing in the high range, as measured by Map Growth Data for Juniors in Identifying Key Ideas and Details .

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)
		September 19-21, 2020			
Data from uniform minor and major assessments such as baseline assessment from ten-day opening unit baselines, unit exams, midterm exams, and final exams are utilized to measure progress for students in this subgroup.	Uniform text-analysis response will be administered to measure growth, progress, skill and deficiencies for students in this subgroup.	Students will take a Mock Regents exam as a check-in tool of the January 2017 English Regents to measure growth and identified skill and skill deficiencies in their ability to craft text-analysis responses for students in this subgroup.	Students will show a 5% increase in the ability to cite evidence in support of analyses based on data analyzed from assessments above by teacher teams for students in this subgroup.	Students will show a 5% increase in the ability to cite evidence in support of analyses based on data analyzed from assessments above by teacher teams for students in this subgroup.	Students will show a 5% increase in the ability to cite evidence in support of analyses based on data analyzed from assessments above by teacher teams for students in this subgroup.
Multiple-choice close reading uniform assessment based on Regents-styled questions and reading passages.	Uniform reading comprehension assessments to be administered to measure growth, progress, skill and deficiencies.	Students will complete a Mock Regents reading comprehension section from the January 2017 English Regents to measure their growth, skill, and skill deficiencies when engaging in close reading of complex texts.	Students will show an increase of 4% in their ability to make inferences when engaged in close readings of literary fiction and non-fiction based on data analyzed by teacher teams.	Students will show an increase of 4% in their ability to make inferences when engaged in close readings of literary fiction and non-fiction based on data analyzed by teacher teams.	Students will show an increase of 4% in their ability to make inferences when engaged in close readings of literary fiction and non-fiction based on data analyzed by teacher teams.
Interdisciplinary Research Paper-Argument Essay-Major Assessment and Uniform Midterm	Uniform school-wide research paper to be administered to measure growth, progress, skill and deficiencies in students' ability to substantiate written arguments by drawing evidence from multiple sources. .	Students will complete a Mock Regents reading Argument Essay section from the January 2017 English Regents to measure their growth, skill, and skill deficiencies when engaging drawing and synthesizing information from multiple texts to substantiate arguments on substantive topics.	Students will show an increase of 4% in their ability to write arguments to support claims using valid reasoning and sufficient evidence based on data analyzed by teacher teams.	Research paper midterm assessment will measure this target.	The June English Regents results (specifically disaggregated Part II Argument Essay data) will measure our growth and progress.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/15/2022	APs will attend PLOs on learning gaps, virtual engagement platforms, and Next Generation Standards to spearhead takeaways for the school community. Benchmarks for success will be through teacher surveys, the frequency of cabinet-led PLOS and documents of attendance progress will be monitored based on uniform assessments and screeners in data teams and Bullseye and Advance teacher evaluation data.
09/16/2022	12/23/2022	APs will conduct and send teachers out to attend PLOS on learning gaps, virtual engagement platforms, and Next Generation Standards to spearhead takeaways for the school community. Teacher surveys, uniform assessments, and Bullseye teacher observation data in 1e, 3C, and 3D will be used as benchmarks to monitor progress.
01/04/2022	01/24/2023	ENL/English teachers will attend PLOs on "Rocking the Regents," inclusive of best practices for teaching language acquisition and the writing of Regents tasks such as the text-analysis response. Benchmarks for success will be monitored through uniform text-analysis response and writing assessments to identify progress of Regents skills, content, and knowledge of academic language. Data teams will meet to evaluate progress and spiral curriculum accordingly. Bullseye/Advance observation data will be monitored to identify positive trends in implementing best practices from PLOs through the analysis of next steps, and ratings in 1E, 3C, and 3D.

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	06/25/2023	Effective teachers, will open their practice for teachers to observe best practices and these happenings will be celebrated and reflected in feedback during teacher observation reports via Bullseye. Teacher will also attend PLOs on the 6 models for effective team teaching in-house and virtually, as well as all applicable PLOS hosted by Queens North. Benchmarks for success are teacher surveys, uniform assessments with a focus on ICT classrooms, and Bullseye teacher observation data with attention to 1E, 3C and our ICT look-for which hones in on teacher teams--there should be a positive increase in teacher feedback and non-evaluative ratings in these competencies by a minimum of 5%. This will monitor progress in teachers' ability to provide entry points and supports for different groups of students and their implementation of models and practices to meet desired outcomes and student needs. Data from uniform assessments will also be analyzed by teacher teams to progress monitor in ICT data teams to identify impact in teacher performance and student achievement with respects to our CFG POP, focusing on elaborating on relevant evidence and analysis in writing, using frequent checks for understanding to gauge learning, making mid-course corrections where necessary.
02/01/2023	06/25/2023	Literacy Coach, Joy Richards, will conduct biweekly PLOS on best practices for virtual and in-person engagement such as Pear Deck, EdPuzzle, and Jamboard, as well as questioning and discussion techniques and designing coherent rigorous instruction. Benchmarks for success are uniform teacher surveys, uniform assessments, and Bullseye observation data with attention to 1E and 3C in teacher practice, which will monitor progress in students' ability to make inferences, engage in collaborative discussions, and analyze textual evidence/elaborate on relevant textual evidence (our CFG POP) through writing tasks and assessments. Uniform assessments will be analyzed by teacher teams to progress monitor as well as Bullseye data by instructional members of the cabinet to identify impact in teacher performance and student achievement.
02/01/2023	06/25/2023	Teachers will engage in ongoing common planning and PLOS on backwards design to spiral and refine curricula based on new insights, practices implemented, and identified skill and skill deficiencies identified during weekly teacher team meetings throughout the year to maximize student achievement and ensure curricula is consistently improving, including the addition of CRSE practices to ensure cultural relativity and an increase in engagement with required curricula for students. Students will be surveyed to ensure their voice is a part of decision making practices. Benchmarks for success will be in student survey results, uniform assessment analysis, and Bullseye teacher observation data with attention to 1E and 3C, which will monitor progress in students' ability to make inferences and analyze textual evidence and elaborate on relevant textual evidence (our CFG POP) through writing tasks. Uniform assessments will be analyzed by teacher teams to progress monitor as well as Bullseye/Advance data from AP of English and members of the instructional cabinet.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	02/02/2023	Orientation & Monthly Town Halls Letters, emails, and texts home with tutoring schedules Family Nights by majors Play Productions & Student Performances for Students & Families Resume Writing Workshops Parent-Teacher Conferences	Follow Us to Success, Prep Coach, Primary Stages, Atlantic Theater Company, AMDA, Stella Adler Conservatory
02/01/2023	06/28/2023	Orientation & Monthly Town Halls Family Nights by majors Play Productions & Student Performances for Students & Families Resume Writing Workshops Parent-Teacher Conferences Letters, Emails, and texts home with tutoring schedules	Follow Us to Success, Prep Coach, Primary Stages, Atlantic Theater Company

Human Resources	Hiring ELA ISS and ENL teachers
Instructional Resources	Curriculum planning, CFGs, cabinet walkthroughs/intervisitations
Schedule Adjustments	Sessions/Teacher & Admin. Programming based on coverage and enrollment needs, sessions for tutoring
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)
All students- increase Regents scores	Regents data- 2019	Topics taught in isolation, lack of connections made between concepts, concepts not taught for conceptual understanding, lack of exposure to regents questions, lack of student practice time.
SWD- increase Regents scores	Regents data- 2019	Lack of differentiation
ENL- increase Regents scores	Regents data- 2019	Lack of differentiation, lack of understanding on how to provide support to ENL students.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	52.86	By June, 2023, High School Math for All Students will Increase 2%, from 52.86 to 54.86, as measured by NYS Algebra Regents Exam.
Students with Disabilities	16.11	By June, 2023, High School Math for Students with Disabilities will Increase 2%, from 16.11 to 18.11, as measured by NYS Algebra Regents Exam.
English Language Learners	40.64%	By June, 2023, High School Math for English Language Learners will Increase 2%, from 40.64% to 42.64, as measured by NYS Algebra Regents Exam.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2019			
NYS Algebra Regents Exam	Percentage of students passing their Algebra Regents Exam	52.86	53.86	54.36	54.86
NYS Algebra Regents Exam	Percentage of students passing their Algebra Regents Exam	16.11%	17.11%	17.61%	18.11%
NYS Algebra Regents Exam	Percentage of students passing their Algebra Regents Exam	40.64%	41.64%	42.14	42.64

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?)
09/06/2022	10/31/2022	The math department will give students the MAP Growth Assessment screener in Algebra 1, Geometry, Algebra 2, and Math 6+ to identify priority areas of focus.
09/06/2022	01/31/2023	Creation of Course Data Teams where teachers examine student screener results, plan based on those results, reteach, and reassess. Progress is monitored through the teacher reflection document created for each team.
09/06/2022	01/31/2023	Non-evaluative classroom visits by school administrator to provide feedback. Progress will be monitored through the use of Bullseye records as reported through non-evaluative walkthroughs. Walkthroughs will be conducted with a targeted lens (i.e. differentiation, assessment, classroom environment).
09/06/2022	01/31/2023	Teachers will have students explain their work. Students will be able to show their work to all other students by use of document camera. This can also be used by the teacher to do on the spot error analysis and to encourage student discussion around the content.
09/06/2022	01/31/2023	Use of CPM as algebra 1 curriculum. Professional development on CPM will be offered.
09/06/2022	01/31/2023	Teachers will implement differentiation and small group instruction based on formative assessment data collected in lessons.
09/06/2022	01/31/2023	Each teacher will conduct a minimum of one intervisitation to see best practices in action.

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	06/28/2023	Math screener will be given in MOY and EOY time frames to see student progress and to identify priority areas of focus.
02/01/2023	06/28/2023	Teacher teams will meet to examine student screener results, plan based on those results, reteach, and reassess. Progress is monitored through data team meetings and protocols. Identify students based on the screener who need support in certain areas. These students can be a teacher focus in the classroom for differentiation and small group instruction. Students will be invited to tutoring.
02/01/2023	06/28/2023	Non-evaluative classroom visits by school administrator to provide feedback. Progress will be monitored through the use of Bullseye records as reported through non-evaluative walkthroughs. Walkthroughs will be conducted with a targeted lens (i.e. differentiation, assessment, classroom environment).
03/01/2023	06/28/2023	Each teacher will conduct a minimum of one intervisitation to see best practices in action.

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)
09/06/2022	06/28/2023	After school tutoring for struggling students.	CommonPoint Queens
09/06/2022	06/28/2023	We will continue our partnership with the CUNY Tutor Corps, where tutors come into John Bowne High School to offer tutoring throughout the school day.	CUNY Tutor Corps

Human Resources	Tutoring by Teachers (after school and on Saturdays)
Instructional Resources	Colored pencils, highlighters, post-its, calculators, SmartBoards, technology
Schedule Adjustments	MAP Growth Testing days (BOY, MOY, EOY), Mock Regents Day
Other Resources Needed	Professional Development,

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)
Bullying	NYC School Survey- Students- 2021-2022	students felt harassed, bullied and intimidated by other students
Social emotional support	NYC School Survey- Students- 2021-2022	students felt a combination of boredom, stress and worry
Personal attention	NYC School Survey- Students- 2021-2022	students felt teachers don't always follow through

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Physical & Mental Wellness	64	By June, 2023, practices related to Preventing Bullying will improve 7%, from 64 to 71, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.
Collaborative & Trusting Relationships	56	By June, 2023, practices related to Social-Emotional Support will improve 4%, from 56 to 60, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Collaborative & Trusting Relationships	82	By June, 2023, practices related to Personal Attention & Support will improve 5%, from 82 to 87, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		2021			
NYC School Survey	students feeling more self confident and less intimidated by other students	NYC School Survey	64	68	71
NYC School Survey	students will feel challenged, able to better manage stress and ultimately less worried	NYC School Survey	56	58	60
NYC School Survey	Students will have confidence in their teachers' follow through	NYC School Survey	82	85	87

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	09/30/2022	Team building/ collaborative events for teachers and students during the first month of the school year.
09/09/2022	01/31/2023	Teachers will conduct daily SEL check ins before each class to monitor student emotional and mental health, survey students to monitor check ins.
10/01/2022	10/29/2022	Educate students on sensitivity towards others and the effects of bullying, provide anti bullying workshops
09/09/2022	01/31/2023	Provide professional learning for staff focusing on CR-SE, social emotional wellness confidence and building trust and rapport
09/09/2022	01/31/2023	Guidance department in collaboration with CBOs will provide after school SEL groups for students on building confidence
10/20/2022	01/31/2023	Students will be given the opportunity during FASPAC meetings each month to inform administration on student wellness concerns.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/15/2023	After reviewing results from in house surveys, identify the areas of improvement and plan to address these areas. Examples, anti bullying campaign
02/01/2023	06/15/2023	Guidance department in collaboration with CBOs will provide after school workshops for students Examples include mindfulness, stress reduction etc.
02/01/2023	06/30/2023	Provide professional learning for staff focusing on CR-SE, social emotional wellness and getting to know students well.
02/01/2023	06/30/2023	Educate students on sensitivity towards others and the effects of bullying, provide anti bullying workshops

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/30/2023	Town Hall Meetings	School staff created and hosted
09/13/2022	06/30/2023	Parent activities including anti bullying workshops, how to support their child's confidence and self esteem	Future Forward Program (CBO)
02/01/2023	06/30/2023	Mindfulness workshops for families to assist with stress relief	Future Forward Program (CBO) and school based staff

Human Resources	CBOs, staff, guidance staff
Instructional Resources	SEL curriculum
Schedule Adjustments	N/A
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)
Increasing attendance for all students	ATS Reports, PowerBI 2022	Student struggles with anxiety, depression. Not managing time well, academic struggle according to DESSA data, students challenges include positive decision making skills.
Increasing attendance in our ENL subgroup	ATS Reports, Power BI 2022	Student struggles with anxiety, depression. Not managing time well, academic struggles DESSA data, shows student challenges include decision making skills
Increasing attendance in our SWD subgroup	ATS Reports, PowerBI 2022	Student struggles with anxiety, depression. DESSA data, shows that student challenges include decision making skills

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	47.5	By June, 2023, Chronic Absenteeism for All Students will Decrease 2 percent%, from 47.5 to 45.5, as measured by ATS Reports and Power BI.
English Language Learners	47.4	By June, 2023, Chronic Absenteeism for English Language Learners will Decrease 2 percent%, from 47.4 to 45.4, as measured by ATS Reports and Power BI.
Students with Disabilities	62.7	By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 2 percent%, from 62.7 to 60.7, as measured by ATS Reports and 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	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/2022			
ATS reports and Power BI	Attendance rate	47.5%	47%	46%	45.5%
ATS Reports and Power BI	Attendance Rate for ELLs	47.7%	47%	46.%	45.7%
ATS Reports and Power BI	Attendance Rate for ELLs	62.7%	62%	61%	60.7%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	09/30/2022	Attendance team reviews students on 407 list, compares list to previous school year 407 list. Progress will be monitored by comparing the list of students from last year to this year. Plans developed for students who are not progressing. Examples include intensive outreach and planning interviews.
09/09/2022	01/31/2023	Guidance counselors and attendance teacher make outreach to students on 407 list, set up conferences with students and parents, planning interviews if needed. Progress will be monitored twice each month, reviewing the iLogs of outreach and planning interviews. 407 list will be reviewed and compared to previous week.
09/09/2022	01/31/2023	Attendance team reviews data of students on chronically absent list and students who are approaching the chronically absent list. Transcript, progress reports, RISA are reviewed (Data for ELLS and SWD students are reviewed separately) Progress will be monitored bi weekly by attendance team including Queens North chronic absenteeism data. Evaluation of current outreach and plan in place is monitored and discussed.
09/09/2022	01/31/2023	Outreach is made to students on chronically absent list by attendance team, teachers, impact teams. Meetings are held and goals are created for student in regard to attendance and academic needs. Progress monitoring includes scholarship data, attendance data and credit accumulation at end of term.
09/09/2022	01/31/2023	Impact Team meetings focusing on students on the chronically absent list, where mentors or champions are paired with students.
09/13/2022	01/31/2023	Professional Development specifically on student engagement provided by our UFT Teacher Center and Queens BCO.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/15/2023	Data such as credit accumulation from first term is reviewed and progress monitoring is continued for students on chronically absent list. Benchmarks for success include credit accumulation and attendance progress.
02/01/2023	04/03/2023	Guidance counselors meet one on one with students to review academic, social emotional needs and review of attendance goals. Benchmarks for success include credit accumulation, attendance progress, and social emotional wellness. Referrals to SEL groups and or CBOs, if needed.
02/01/2023	06/15/2023	School hosts various ways to meet with families of ELLS and SWDs, for example, ELL parent night as well as a transition fair for SWD students. Benchmarks for success include scholarship data, attendance data and number of students with plans in place after HS.
02/01/2023	06/15/2023	Impact Team meetings focusing on students on the chronically absent list, where mentors or champions are paired with students.
02/01/2023	06/30/2023	MBK/MSK (My Brother's Keeper/ My Sister's Keeper) student advisors will mentor struggling students

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	06/15/2023	Pair students with a trusted adult to talk with. Include SAFE and STRIVE in the Attendance Team.	SAFE, STRIVE our CBO partners
10/09/2022	01/15/2023	Parent Coordinator to provide workshops to families from chronically absent list regarding how to motivate their child to attend classes and the importance of attendance	Parent Coordinator

Human Resources	Attendance teacher, family worker para, CBOs, parent coordinator
Instructional Resources	N/A
Schedule Adjustments	student schedule adjustments may be needed
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)
Identifying the missing skills that impact the student's ability to access, participate and progress within the general education curriculum. Indicating a rationale for the effect of disability on the PLOP of the IEP.	Quality IEP Data from 2021-2022 SY	Case Managers need to provide specific information regarding the students' disability and provide a rationale for the effect of disability on the PLOP.
Align annual goals with the present level of performance (PLOP) such as student needs and deficits in the IEPs	Quality IEP Data and Program Services Report from 2021-2022 SY	Although our data indicated that we were at 100% of alignment between the annual goals and the PLOP, after an internal review of IEPs, it was determined that there was 80% alignment between the annual goals and the PLOP.
Incorporate more information about the student's home language and English acquisition and proficiency in the PLOP	Quality IEP Data and NYSESLAT Data from 2021-2022 SY	Although our data indicated that we were at 100% of strong alignment with the information provided in the PLOP about the student's home language and English acquisition and proficiency, after an internal review, it was determined that there was a 60% strong alignment. Case managers need to include specific information about the ELL SWD students' home language and English acquisition and proficiency on PLOP.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP Present Levels of Performance (PLOP) by identifying the missing skills that impact the student's ability to access, participate and progress within the general education curriculum by Increase 15%, from 75% to 90%, as measured by SESIS IEP and The IEP reviews.
All Students with Disabilities (SWD)	80	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve strong alignment of present level of performance (PLOP) and annual goals by Increase 10% , from 80% to 90% strong alignment, as measured by Program Service Report.
SWD who are also English Language Learners (ELL)	60% strong alignment	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve strong alignment with the information provided in the PLOP about the student's home language and English acquisition and proficiency by Increase 15% , from 60% strong alignment to 75% strong alignment , as measured by IEP Review and NYSESLAT score report .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		2021-2022			
IEP Review and Program Service Report	evidence that the students needs and IEP annual goals provide a rationale for the recommended programs and services	75%	80%	85%	90%
Program services report	As measured by strong alignment of PLOP and recommended programs and services	80%	82%	86%	90%
IEP Review and NYSESLAT score report	as measured by strong alignment with the information provided in the PLOP about student's home language and English acquisition and proficiency.	60%	65%	70%	75%

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?)
09/08/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	-Review the recommended services report and the starss/tesis alignment report to ensure students programs align with the IEP program recommendations. -Case managers have support from our SESIS Coordinator and IEP teacher during the IEP process. -Provide case managers with professional learning opportunities on service recommendations. - Case Managers will be provided with support from SESIS Quality Coordinator and IEP teacher.
09/08/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	-Case managers have support from our SESIS Coordinator and IEP teacher during the IEP process. -Provide case managers with professional learning opportunities on annual goals alignments.
09/08/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	- IEP Review - Provide workshops to case managers in strengthen their ability to develop "impact of disability" statements and how the disability impacts access, participation, and proves in the general education curriculum.
09/08/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	-Review the recommended services report and the starss/tesis alignment report to ensure students programs align with the IEP program recommendations. - Review the encounter attendance report to ensure that related service providers and paraprofessionals are providing students services as per the IEP program and services recommendations. - Case Managers will be provided with support from SESIS Quality Coordinator and IEP teacher.
09/08/2022	06/27/2023	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]	-IEP Reviews -Provide Case Managers with PLOs, Guidance and support on transition for all students. - Case Managers will be provided with support from SESIS Quality Coordinator and IEP teacher.
09/08/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	-IEP Reviews -Review the IEPs not completed by IEP Meeting Date weekly. -SEIS Quality Coordinator will provide Case Managers with a case manager list which include IEP compliance date. - SESIS Quality Coordinator will provided Case Managers with updates on Out of Compliance IEPs.
09/08/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	-Instructional Support Services department collaborates with the Guidance Department to ensure all Tier 1 and Tier 2 supports are provided to the student prior to making a Special Education Referral. -Continue to utilize the Pre-Referral form to ensure Tier 1 and Tier 2 support have been utilized.

09/08/2022	03/10/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Mid-Point Monitoring
09/08/2022	03/10/2023	Develop appropriately rigorous standards-aligned annual goals	Mid-Point Monitoring
09/08/2022	03/10/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Mid-Point Monitoring
09/08/2022	03/10/2023	Ensure that programs and services mandated on each student's IEP are delivered	Mid-Point Monitoring
09/08/2022	03/10/2023	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]	Mid-Point Monitoring
09/08/2022	03/10/2023	Conduct IEP meetings within specified compliance dates	Mid-Point Monitoring
09/08/2022	03/10/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Mid-Point Monitoring

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)
09/08/2022	02/15/2023	Instructional Support Services Orientation Parent-Teacher Conferences Parent Workshops on Special Education Letters and Emails sent to parents for progress monitoring	AP ISS, ISS teachers, Paraprofessionals, School Psychologists and SBST team.
02/16/2023	06/27/2023	Instructional Support Services Orientation Parent-Teacher Conferences Parent Workshops on Special Education Letters and Emails sent to parents for progress monitoring	AP ISS, ISS teachers, Paraprofessionals, School Psychologists and SBST team.

Human Resources	Hiring of ISS teachers, IEP teacher and SESIS Quality Coordinator, AP ISS, Programmer, Guidance Counselors, SIT members, MTSS Team Members, BIP Team Members, Transition Team Leader, Psychologist, Social Worker, Paraprofessionals, Related Service providers
Instructional Resources	Staff will be offered professional learning opportunities on Student Led IEPs, IEP Development (Annual/ Triennial Reviews and Annual Goals), IEP Progress Monitoring, transitioning and specially designed instruction, PLOs for Paraprofessionals (Alternante placement, Health and Behavior Support), PLOs on supporting ELL students.
Schedule Adjustments	Scheduling of IEP meetings, coverages for IEP Meetings, monthly SIT and BIP team meetings, monthly special education liaison meeting, transition meetings, co-planning time, etc
Other Resources Needed	Professional Development for Staff, Multi-Tiered System of Supports

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)
All students increase graduation rate	Graduation rate- 2021	lack of credit accumulation, attendance, class engagement
ENL- increase graduation rate	Graduation rate- 2021	lack of supportive ENL strategies
SWD- increase graduation rate	Graduation rate- 2021	attendance, lack of differentiated strategies

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	79	By August, 2023, Graduation Rate for All Students will Increase 1.5%, from 79 to 80.5, as measured by scholarship reports.
English Language Learners	57.8	By August, 2023, Graduation Rate for English Language Learners will Increase 1%, from 57.8 to 59.8, as measured by scholarship reports.
Students with Disabilities	65.5	By August, 2023, Graduation Rate for Students with Disabilities will Increase 2%, from 65.5 to 67.5, as measured by scholarship reports.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		August 2022			
Scholarship reports, INSIGHT Graduation Tracker, school created progress to graduation tracker	Graduation rate for Cohort Y	59%	65%	70%	80.5%
Scholarship reports, New Visions Graduation Tracker, school created progress to graduation tracker	Percentage of ENL students graduating in cohort Y	32%	41.26%	50.52%	59.8%
Scholarship Reports, New Visions Graduation Tracker, school created progress to graduation tracker	Percentage of SWDs graduating in cohort Y	47%	53.8%	60.6%	67.5%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	01/31/2023	Guidance counselor caseload review, to ensure correct programming monitored through STARS reports and transcript reviews using graduation tracker for all students. Monitoring credit accumulation in all grades.
10/05/2022	01/31/2023	SEL groups featuring a variety of topics such as; time management, current events, coping with COVID. College workshops such as; applying to college, financial aid, etc. Workshops/ groups will take places on a weekly basis. Attendance will be recorded and monitored bi-weekly through use of Excel spreadsheets.
10/30/2022	01/31/2023	Academic departmental tutoring will be offered to all students. Targeted groups of students include ENL, ISS, and students in the bottom third. Teachers will also encourage students to attend tutoring based on progress in specific classes. Attendance will be recorded and monitored.
10/20/2022	01/29/2023	Attendance review and progress monitoring for Cohort Y students who are in danger of being chronically absent. This includes transcript reviews with students and families, individual phones calls to students based on classwork progress and attendance, reminder emails and robo-calls, and invitations to groups/workshops that can assist students with their needs. Progress will be monitored through review of attendance reports (2% increase) and scholarship reports/ progress reports (increase in passing classes).
10/28/2022	01/31/2023	Major/program impact team meetings to review cohort Y data and meet with students and parents of struggling students. Progress will be monitored through the use of Excel spreadsheets, including monitoring report card and progress report data to ensure students remain on track for graduation.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/15/2023	Individual Guidance Counselor meetings with students to discuss academics and attendance. This includes reviewing marking period report cards and progress reports. Progress will be monitored and benchmarks met (100% of students programmed correctly for the Spring Term) through use of the graduation tracker tool.
02/01/2023	05/30/2023	Academic departmental tutoring. Targeted groups of students include ENL, ISS, and students in the bottom third. Teachers will also encourage students to attend tutoring based on progress in specific classes. Attendance will be recorded and monitored.
02/01/2023	06/15/2023	Attendance review and progress monitoring for all students who are in danger of being chronically absent. This includes transcript reviews with students and families, individual phones calls to students based on classwork progress and attendance, reminder emails and robo-calls, and invitations to groups/workshops that can assist students with their needs. Progress will be monitored through review of attendance reports and scholarship reports/ progress reports (increase in passing classes).
02/02/2023	03/31/2023	Senior Town Hall Meetings, Q and A sessions for students and parents are held to support students and answer questions. Google Classrooms created to provide support for students with progress to graduation, social emotional concerns and college admissions.
02/02/2023	03/31/2023	Guidance counselor caseload review, to ensure correct programming monitored through STARS reports and transcript reviews using INSIGHT graduation tracker for all students. Monitoring credit accumulation in all grades.

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)
09/09/2022	06/15/2023	Meetings with parents of struggling learners and Guidance Counselors to target specific concerns.	Guidance Counselors
09/09/2022	06/15/2023	Meetings with small groups of parents to help parents understand how to help their children in high school.	Future Forward Program , STRIVE, Follow Us To Success

Human Resources	Assistant Principals, Guidance Counselors, Parent Coordinator, Attendance Teacher, CBO Staff. Teachers providing academic tutoring.
Instructional Resources	Tutoring to be provided by subject teachers. Teachers and counselors providing workshops for families and students.
Schedule Adjustments	N/A
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)
Increase the number of students scheduled for AP classes	Insight Data 2022	Students thinking the workload is too much, not being exposed to AP classes
Increase the number of students in the ELL subgroup scheduled for AP classes	Insight Data 2022	Not enough ENL AP classes being offered, content too hard
Increase the number of students in the ISS subgroup scheduled for AP classes	Insight Data 2022	Not enough ICT AP classes being offered, content too hard

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	560	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 90, from 560 to 650, as measured by students scheduled for AP courses.
English Language Learners (ELL)	85	By June, 2023, College, Career & Civic Readiness (CCCR) for English Language Learners (ELL) will Increase 17, from 85 to 102, as measured by students scheduled for AP classes.
Students with Disabilities	26	By June, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities will Increase 14, from 26 to 40, as measured by students scheduled for AP courses.

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)
		9/2022			
Number of students scheduled for AP classes	Number of students on track	560	560	605	650
Number of ELLs scheduled for AP classes	Number of students on track	85	85	93.5	102
Number of IEP students scheduled for AP classes	Number of students on track	26	26	33	40

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/31/2023	FACILITATION OF AP FOR ALL afterschool academic workshops for support Progress monitoring using attendance at workshops and credit accumulation data after term 1.
09/10/2022	01/31/2023	FACILITATION OF AP FOR ALL virtual live chat/forum (2 monthly) hosted by AP for All coordinator/program manager in order to address questions related to AP classes and address SEL. Progress monitoring using attendance at workshops and credit accumulation data after term 1.
10/15/2022	01/31/2023	AP tutoring for all students in AP classes. Progress monitoring using attendance during tutoring hours and credit accumulation data after term 1.
11/01/2022	01/31/2023	Scheduled AP teacher virtual office hours. Progress monitoring using attendance at virtual and in person office hours.
09/09/2022	01/31/2023	ENL and English teachers will provide individual tutoring for ENL subgroup, specifically for students in AP classes
09/09/2022	01/31/2023	CBOs to provide after school tutoring groups targeted for the ENL subgroup in a group setting

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/15/2023	Scheduled AP teacher virtual and in person office hours. Progress monitoring includes attendance at virtual office hours.
02/01/2023	03/30/2023	AP student town hall/assemblies for retention. Progress monitoring includes analyzing the number of students who received credit for their AP class for term 1, attendance at assemblies and review of students who were programmed for AP classes at the beginning of the year compared to present.
04/01/2023	05/01/2023	AP student town hall/assemblies for recruitment of students with indicator types identified by goals 2 and 3. Progress monitoring includes reviewing attendance at assemblies identified by the indicators.
04/01/2023	06/15/2023	AP student individualized outreach and recruitment of students with indicator types identified by goals 2 and 3. Progress monitoring includes analyzing the data of the number of students (indicated in goals 2 and 3) being programmed for AP classes for fall 2022 and reviewing student outreach data.
05/01/2023	06/15/2023	College Board sponsored AP test prep clinics (prep-rallies). Progress monitoring includes attendance at assemblies and pep rallies as well as comparing the number of students programmed for AP classes compared to last year at same time.
02/01/2023	06/15/2023	ENL and English teachers will provide individual tutoring for ENL subgroup, specifically for students in AP classes
02/01/2023	06/15/2023	CBOs to provide after school tutoring groups targeted for the ELL subgroup in a group setting

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)
04/15/2023	04/15/2023	AP for All night with families	Future Forward Program (CBO), school based staff
10/01/2022	05/01/2023	Parent and student workshops for college and career readiness focusing on the students in AP classes	Follow Us to Success, Future Forward Program (CBO)

Human Resources	AP for all teachers, English, ENL teachers, and coordinators
Instructional Resources	AP curriculum,, scaffolds for ENL
Schedule Adjustments	needed to determine office hours for AP teachers, ENL English teachers
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 (Rtl) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2- Small Group Tutoring	Course work, credit accumulation, grades, student/parent request	Teacher office hours	small group	before, during, and after school	Yes Google classroom
Tier 3 - Individual meetings	Course grades, attendance	Teacher led, CBO program	Individual tutoring	before, during, and after school	Yes, Google Classroom/ Google Forms
Tier 3- Impact Team Meetings	Course work, engagement, attendance	Impact Meetings	Meetings with Guidance Counselor, parent/guardian, teachers, and students	during school	Yes Monitoring through Google
Tier 2- Push-ins	ELL 9th, 10th and 11th graders	Follow Us to Success support for SAT, College and Career	push ins	during school	yes, naviance

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2- Social Emotional Learning groups	teacher or staff referral, student volunteered for group	CBO/ guidance counselor collaboration for group counseling and social emotional learning with students	Small group counseling	during and after school	Yes, Google Meet
Tier 3- Individual counseling	teacher/staff referral, student volunteered for group	CBO, CCNY, Guidance Counselor individual counseling with students	Individual counseling	before, during or after school	Yes, google meet
Tier 2- Restorative circles	dean referral, guidance referral	Dean, guidance counselor AP, teacher meetings with students as needed	Conferences with parent and student	during school	Yes, google meet
Tier 3- Impact team meetings	teacher, AP, GC,	team meeting reviewing student work, behavior and attendance	Impact Team meetings with core teachers, parent, and student	during school	Yes, google meet

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>Students in shelters: 25, Temp housing- 6, Students "doubled up" which means they may be living in a home with other families. - 114</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

<p>Describe the services you are planning to provide to the STH population.</p>	<p>We will provide check- ins for STH with our dedicated guidance counselor and school STH Liaison to provide support for academic and SEL. Individual counseling is also provided on an as needed basis for students. We will provide necessities and school supplies as needed. We will ensure that all STH are equipped with remote learning devices. Our attendance team will be providing school mentors to work with STH that are chronically absent, as will progress monitor attendance.</p>
---------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Expanded Learning Time (ELT) Support

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

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	N/A
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	N/A
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	N/A
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

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. John Bowne High School, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting family- focused events; • establishing an in person and virtual Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging parents to become involved with school activities; • 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 communication between teacher/school and the home in a format, and to the extent practicable in the languages that parents can understand, including PupilPath.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing support, as needed;
- 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 student progress and individual student assessment results for each child and other pertinent individual school information, including PupilPath updates;
- 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 volunteer and to observe their child in the school setting;
- 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 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;
- ensure that my child reads for a minimum of 15 minutes each day;
- on a regular basis, inquire about my child's school experience;
- 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;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teachers 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-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;
- attend all of my scheduled classes on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- being in my assigned location
- using appropriate language
- removing any head coverings that are non-religious or not needed for medical purposes, including hats, hoods, du-rags, etc...)
- refraining from the use of cell phones/ earbuds/ headphones unless being used for educational purposes with the permission of the classroom teacher
- 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:	Q
School Number:	425

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	Laura Izzo Iannelli
Assistant Principal of English as a New Language	Matthew De Ronde
ENL Teacher	Joy Richards
School Counselor	Yajaira Perez-Diaz
English as a New Language Coordinator/ELA Teacher	Grace Yu
Bilingual Science Teacher	Joseph Chen
Bilingual Math Teacher	Victoria Negri
Bilingual Social Studies Teacher	Edward Galindo
Parent	Daniel Velez
Parent	Kenya Murrieta
Parent	Maria Velecela
Parent Coordinator	Ivan Castillo

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	11
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	3
Number of teachers who hold both content area/common branch and ESOL certification:	4
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	9
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	4
----------------------------------------------------------------------------------------------------------------------------------------------------------------	---

D. Student Demographics

Total number of students at your school (excluding pre-K):	3,100
Total number of current ELLs at your school:	619
Total percentage (%) of current ELLs at your school:	20%
Total number of former ELLs at your school:	58
Total percentage (%) of former ELLs at your school:	1.9%

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	Transitional Bilingual	Spanish	1995-1996										2	2	2	2	8
TBE	Transitional Bilingual	Chinese	1995-1996										2	2	2	2	8
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 4	total: 4	total: 4	total: 4	

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

PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>In accordance with Part 154, students who have scored at the "entering" and "emerging" levels on the NYSESLAT or NYSITELL are programmed for stand-alone English as a New Language. For stand-alone classes, students are grouped by proficiency level and grade. The stand-alone courses offered at John Bowne High School are: 9th/10th Grade Entering ENL (90 minutes 5 times per week), 11th/12th Entering ENL (90 minutes 5 times per week), 9th/10th Grade Emerging ENL (45 minutes 5 times per week), and 11th/12th Entering ENL (45 minutes 5 times per week). All stand-alone courses focus on language acquisition via the four modalities, academic language and vocabulary development, and conventions of the English language.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Students are grouped based on grade level and NYSESLAT/NYSITELL and Regents results based on language proficiency, such as 9th grade entering/emerging, etc. All core English classrooms for ELLs are integrated English and ENL teachers paired together to provide support of both content and language acquisition and scaffolding strategies, utilizing home language where applicable, to provide support and amplify learning. In addition to this class, students have support classes in accordance with Part 154 and are deliberately overserved to ensure exposure to academic language that cross all disciplines, with a focus on conventions, grammar, language usage and acquisition to support learning of all content and to raise the level of practice and overall language proficiency.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>Bilingual students are programmed based on home language with licensed teachers who specialize in the content area in both Chinese and Spanish, with an emphasis on teaching content using the home language as a support structure, while incrementally increasing language exposure and fluency in English in all four modalities: reading, writing, listening, and speaking. Classes offered in this program are not limited to but include: Algebra, Earth Science, US History, and Global Studies.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The program office in collaboration with the principal, APs, teachers and counselors ensure students are programmed for their mandated hours of instructional minutes in adherence to Part 154 and additional policies and guidelines. Minutes are delivered live, often with two teachers content and ENL teachers paired together to provide team teaching support, making use of home language and teachers who speak identified home languages, where applicable.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>Algebra I & II, Earth Science, Living Environment, Home Language Arts (Spanish & Chinese), Global Studies, & American History.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Students' home language is used as a support to amplify learning such as by connecting previewed vocabulary to words in home languages, reviewing cognates where applicable for language understanding, translating apps are utilized, conversation starters in home languages as springboards into discussion and writing in English are utilized as well as translating source materials as an additional resource for students when engaging in close reading of non-fiction and fictional texts such as via programs like Immersive Reader, which allows for audio of language to be played and for annotative interactivity in students' home languages as well as in English as an entry point into designed learning activities and targets.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Newcomers (Entering): 48.7% (320 out of 620) Newcomers who are SIFE: 3% (10 out of 320) Newcomers begin with testing for NYSITELL and are appropriately programmed based on language proficiency results, with an emphasis on needs identified in modalities. In many cases, students are grouped heterogeneously in classes with an emphasis on their needs, most commonly, in writing and based on grade level and proficiency outcomes (entering/emerging, transitioning/expanding). Students receive core English classes with ENL and content ELA teachers paired together as well as double-period and single period support classes to assist in language acquisition. Developing and Long-term ELLs receive similar services. Developing and long-term ELLs will have access to special Title III tutoring opportunities via the Title III tutoring program. Additionally, long-term and developing ELLs are placed in Integrated ELA classes with students of a similar language proficiency level. For example, 9th grade Integrated ELA (Transitioning/Expanding). Additionally, all students, Newcomers and Developing/long term ELLs have the same access to enrichment and remediation activities such as weekly tutoring (on weekdays and weekends) in core content areas and ENL, as well as cultural events, social/emotional workshops and activities, and college readiness supports.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Long-term ELLs: 29.8% (185 out of 620) Long-term ELLs receive similar supports services as those designed for Developing ELLs in core English classes, in that all are programmed by proficiency level based on NYSTELL, NYSESLAT, and/or Regents results, grade level, and are serviced in these classes by both a licensed content teacher and licensed ENL teacher, differing in that these students do not necessarily receive additional double-period or single period support classes such as those received by Developing ELLs. Outside of this, all students, Developing and Long Term ELLs have the same access to enrichment and remediation activities such as weekly tutoring (on weekdays and weekends) in core content areas and ENL, as well as cultural events, social/emotional workshops and activities, and college readiness supports.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>58 students or 2% are former ELLs. Former ELLs receive access to additional supports such as tutoring, SAT Prep, ENL financial aid nights, resume writing and language workshops, and enrichment and remediation workshops offered through Follow Us to Success and the Prep Coach programs. Former ELLs receive information and have access to remediation supports such as tutoring throughout the week and on weekends as well as the support of being programmed heterogeneously in commanding classes, which are offered five days a week, in 46 minute periods, where English and ENL teachers are paired together for additional support as proficient speakers approach mastery and additional fluency in English. ENL teachers are programmed to provide support, access, effective language acquisition strategies, and instructional modifications as entry points into content in tandem with content teachers in ELA as additional support.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The trend that stands out is that students struggle most with writing and perform the least well on this portion of the exam. A noticeable trend that exists across the four modalities is that 9th grade and twelfth grade students achieved the highest scores.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Students tend to perform better on Math assessment due to the universality of numbers; however, they struggle with word problems as decoding academic language still remains an area in need of improvement. In other assessments such as NYSITELL, MAP Growth, and the ELA Regents and uniform assessments such as finals and midterms, students perform similarly as noted the trends of the NYSESLAT within the four modalities: after writing, students struggle most with speaking and perform the least well on this portion of exams. In writing, students struggle with command of conventions to ensure the use of standard written English that does not hinder comprehension, in speaking, students struggle with conventions, grammar, and a varying use of language, students struggle with decoding language and making inferences, in listening, students struggle with speed, translation, polysemous words, and varying pronunciations that are dialect dependent based on their initial exposure to the English language.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Low attendance is the trend we notice most with at-risk ELLs. There is a noted correlation between poor academic performance, language fluency and proficiency, and poor daily, weekly, and monthly attendance. Without regular exposure and practice with the four modalities in the English language, students struggle with transitioning to fluency and mastering the content, concepts, and skills of core subject areas such as math, English, social studies, and science.</p>

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Spanish speaking students are the largest represented ELL subgroup within our school (56.93%). The second largest group of ELLs would be students with a home language of Mandarin (28%). We have staff who speak these languages and cultural clubs, events, and activities as structures to support the transition for ELLs into a new language and/or culture. We have multicultural nights, which celebrate students' unique languages and cultures, clubs to celebrate languages and cultures and to build a sense of community, advised by teacher leaders, such as the "Chinese Club," a new "Latinx Club", and place a strong emphasis on developing curricula that celebrates the exchange of words in different languages and the introduction of all students to languages other than English by using home languages as supports in ENL classrooms to support and amplify student learning, and curricula that exposes students to culturally responsive education such as by connecting to the identities, languages, and cultures of our students across content areas.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>Racial/ethnic makeup is: Hispanic (55%), Asian (39.6%), Black (6%), White (33.8%), American Indian (14.8%), and Pacific Islander (1.6%). Additionally, 74.2% of students are considered economically disadvantaged. Our CRSE coordinator, literacy coach, and ELL coordinator are all a part of teacher teams to ensure instruction provides modifications and scaffolds for ELL accessibility as well as to ensure culturally responsive education for all students. Teachers survey students' interests, cultural backgrounds, languages, and demographics to tailor curricula to real-world applications relative to the unique experiences of curricula such as by creating curriculum that supports these interests. For example, in ELA, a creation of a Latin American literature course was created to target the Hispanic subgroup and build literacy through the exploration of Latin identity, culture, and assimilation struggles explored in the canon by prolific and fresh voices such as Junot Diaz and Marquez. This type of common planning, occurs across all content areas to ensure student backgrounds, experiences, and cultures are explored and celebrated and are used to inspire student learning and engagement.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The trends in the SIFE results of the NYSESLAT are similar in all modalities, with the end result being students classified as "Entering," and often with these students, they are failing to complete the exam in all parts, in its entirety, due to absenteeism on one of the designated days of the exam. Additionally, the trend is a higher incidence of SIFE students also being students with IEPs. The lack of formalized education and the interruption of education is causing low literacy in home language as well as low fluency in English as a new language. It is often difficult to bridge the gap with SIFE students as it is more difficult to use the home language as a support as there is a larger level of illiteracy in SIFE students within their home languages, which makes the transition to fluency and literacy in English, increasingly more difficult.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>One of the core members of our PD team, Ms. Richards, who is also a lead teacher within the ENL Dept. Ms. Richards provides professional learning to many of our teachers via the UFT teacher center. She is a voice for ELLs and ELL teachers and ensures their perspectives, needs, and scaffolds are embedded into each of our strategies so that resources, techniques, and supports can be utilized with and for ELLs across all content areas. She also demonstrates and shares language acquisition strategies and high utility words with members of the team to review in classrooms to better prepare students for the comprehension of academic language and to increase language proficiency, especially with words that are polysemous in nature. All ELLs, including students in bilingual, integrated and stand-alone offer home language support. Our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ENL program. The schedule allows for all mandated minutes. The mandated minutes include the following: Entering: 225 minutes of integrated ENL per week and 450 minutes of stand alone ENL per week, Emerging: 225 minutes of integrated ENL per week and 225 minutes of stand alone ENL per week, Transitioning: 225 minutes of integrated ENL per week and 225 minutes of ELA per week, Expanding: 225 minutes of ENL per week, Commanding: 225 minutes of integrated ENL per week. ELA is the core content area for the integrated ENL classes. Home Language Arts is offered 225 minutes per week in the bilingual Spanish and Chinese programs. Home language arts classes are aligned to the Next Generation Standards. Teachers use the Language Arts progressions and Hallmarks of Literacy to dive into instruction.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core content is delivered in via bilingual education in Spanish and Chinese in core subject areas such as Algebra, Earth Science, Home Language Arts, Global Studies, and American History. Additionally, in ELA, content and ENL licensed teachers are paired together to ensure ELLs can access complex texts and tasks via scaffolds and modifications, where students receive instruction five days a week, 46 minutes each period, in integrated classrooms, where an emphasis is placed on language acquisition, conventions, grammar usage, and the exploration of academic language and content in ELA. In addition, students receive double-period and single period support classes, which focus on language acquisition strategies, utilize programs to monitor and differentiate learning, and to build language fluency in English. In bilingual classes, the goal is to increasingly shift the proportion of home language dominance to English language dominance throughout the semester and school year, with students receiving translated materials through Immersive Reader as supports, and instruction lead by certified staff in home languages, where students are expected to read, write, speak, and listen both in their home language and in English. Students are grouped both in homogeneous and heterogeneous groups to ensure tailored instruction that is appropriately challenging to students, based on identified home languages, skill and skill needs, unique learning styles, and proficiency and fluency needs.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Key strategies uses to support access to grade-level materials include: chunking text, amplified visual supports, (pre)teaching academic vocabulary, "Means, Proves, Connects", pair discussion protocols, and strategic grouping. Newcomer ELLs received additional home language supports, while developing and long-term ELLs are provided with additional graphic organizers. All special education teachers create charts for specially designed instruction for all ELLs with IEPs that indicate a blend of ENL and Special Education strategies that are tailored to meet each individual student's needs.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our goal for ELL-SWDs is to move them to a less restrictive environment. We place students in an ICT setting with one ENL teacher and one Special Education teacher. We have ICT classes in every core subject, giving students access to the general population in a larger setting. We have increased the number of classes so that more students take advantage of being moved to a less restrictive environment. Teachers are able to discuss individual student progress during their Impact Teacher team meetings. Teachers use differentiated instructional strategies and techniques such as daily logs, peer reading, word lists, wall charts, student proofreading, flash cards, repetition and other alternate ways to support ELL-SWDs. We provide grade appropriate instruction for all of the preceding ELL subgroups. Through the various teams mentioned throughout this document we believe we can maintain this level of rigorous differentiation with guidance and direction from the Department of Education. As we have returned to in-person learning, the online school-wide platforms continue to allow for quality differentiation for all of the preceding student groups. These student groups may also be utilized when programming and structuring enrichment and remediation in-person classes. Jamboard, Pear Deck, and EdPuzzle are three online engagement tools that all staff have used in their virtual classrooms in order to provide support and increase student engagement. These tools will be paired with other classroom based instructional strategies in order to promote language learning, student discussion, and higher-order thinking. Combining a variety of in-person and technological strategies will allow for high levels of support and differentiation for these student groups. Scheduling student, and teacher programs are dependent upon one of three sessions, as we are a multi-session school, with the specific needs of ELLs taken into consideration for session programming. All support for ELLs are modeled after ICT classes and provide the least restrictive setting to students, with additional supports of licensed ENL teachers assisting with academic language acquisition, conventions, and grammar usage.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>MAP Growth screeners in ELA and Mathematics are utilized as well as uniform baseline assessments in all core content areas and the data is then disaggregated and assessed for trends in skill and skill deficits. Data teams meet to identify skill deficiencies and spiral curricula based on the findings such as in ELA where the data revealed students were deficient in synthesizing textual evidence and analyzing relevant evidence to support claims in writing. Reteaching and revisioning of units of analysis were created with additional opportunities for students to analyze relevant textual evidence and critique meritorious and erroneous exemplars to solidify learning on how to elaborate on evidence to support theses in writing. The data cycle is ongoing with periodic formative and summative assessments to measure learning, this data is then analyzed for impact results, and curricula is spiraled, to ensure identified trends are targeted and remedied. This work is also conducted by our remote engagement team as well as our impact and data teams in each department/major.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Title III funding provides after school instructional support classes and remediation opportunities to support SIFE, Newcomers and Long term ELLs as well as former ELLs, in ELA, Math, and other content areas. Intervention services are offered in Chinese and Spanish as well as English as a Second Language and Home Language Arts Chinese and: • Bilingual Chinese Living Environment, Earth Science • Bilingual Spanish Living Environment, Earth Science • Bilingual Chinese Global Studies and U.S. History and Government • Bilingual Spanish Global Studies and US History and Government • Bilingual Spanish and Chinese Mathematics Additionally, standalone classes support fluency and pathway to mastery of academic language and content in all core subjects, where students receive either a single or double-period of support in addition to their bilingual or ESL program, as targeted intervention and support. We have a bilingual/ ENL tutoring program in all content areas through Title III. We also offer AIS for students on an as needed basis throughout the day.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>We assess early literacy skills of our ELLs through teacher-created assessments and MAP Growth screeners. We evaluate data for ELLs based on class grades, Regents scores, passing percentages, data gained from teacher teams after evaluating student work, uniform assessments, NYSESLAT scores, NYSITELL, and EDAT data. The data helps teachers make informed decisions about student grouping, planning lessons, materials, scaffolds, and preparation. We continue to develop reading inventory stages to assess Spanish and Chinese bilingual new admits.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>To ensure that students are evaluated appropriately in their home language, the following assessments are administered to ELLs as per state guidelines: Spanish LAB, ELE Reading Test, Chinese Reading Test, and Regents Exams. The results are used to for instructional planning and to provide services in bilingual classes. Students use bilingual dictionaries in their home languages to enhance comprehension in classrooms across content areas. In addition to the periodic assessments we administer throughout a typical school year, we also focus on the various ways in which home language data can and should be utilized to design and deliver differentiated instruction. We plan to hold a school-wide professional development session on using home language data to differentiate instruction and formative assessments. We intend to invite a representative from Queens North to run an online professional development for all teachers of English Language Learners in our school. This will allow teachers to make sound pedagogical decisions when creating school-based periodic assessments and will assist in the differentiation.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We evaluate the success of our programs for ELLs based on NYSESLAT and Regents data. In core English classes, there are teacher generated baseline assessments culminating 10 day uniform lessons. In addition, there are uniform midterm and final assessments, as well as juniors take Mock Regents and English Regents. All assessments are analyzed to identify progress, indicate areas of need and drive instruction.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>We have an ELL coordinator, Grace Yu, who oversees the administration of the NYSESLAT, along with a team of staff that assist with administration and scoring. These certified teachers are as follows: Ms.Richards, Ms. Ceballos, Ms. Tang, Ms. Kott, Mr. Bilgili, Mr. Jativa, Ms. Sanchez, Ms. Mishanie, Ms. Park, Mr. Cho, and Ms. Wojnarowski. During the testing period, all mandated services are ongoing, students are assessed for the speaking section during non-mandated services classes such as electives and testing for additional sections take place during time frames where students are not programmed for mandated services. In the event that a student misses a mandated support class, the student is provided with makeup work and the teacher has daily office hours to support student learning during missed minutes of instruction.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>For the 2022-2023 academic school year our SIT Team will focus on the following ELL subgroups in an effort to identify areas of need and to ensure ELLs are receiving the appropriate support toward meeting second language acquisition and graduation requirements. The SIT Team carefully examines transcripts and various applicable data points to identify and intervene on behalf of ELLs who are nearly on-track and off-track in order provide counseling and guidance to ensure our ELLs feel welcomed and supported.</p>
<p>b. SIFE</p>	<p>As with newcomers, SIFE students undergo a personalized interview process through the intake process. When necessary, the SIFE screener is administered to students who lack both language and content knowledge due to missing gaps in their educational background. Teachers familiar with the needs of SIFE students and newcomers work closely with this ELL population to scaffold and build background knowledge as support of second language development. Likewise, SIFE students also receive 2 language support classes in addition to their content English courses. One-to-one Title III instruction is typically utilized to help SIFE students gradually build the background knowledge necessary to acclimate to the challenges of our rigorous academic standards. Our various after-school programs also help SIFE students cope with the social-emotional needs required to fully integrate and feel welcomed in our school.</p>
<p>c. Newcomer</p>	<p>Newcomer ELLs receive 2 support classes in addition to their grade level English classes. Targeted instruction, utilizing the newcomers' curriculum, focuses on helping our ELLs acclimate to the complex challenges posed by rigorous academic standards. As part of intake orientation, newcomers are presented with a number of programs that provide additional academic, technical, emotional support. In particular, the SAFE and STRIVE programs offer after-school tutoring and activities which focus on the whole child. Our Title III after-school program as well as the Saturday Academy also offer one-to-one or small group instruction for newcomers across all content areas</p>

d. Developing	<p>Developing ELLs have the option of the freestanding English as a second language or bilingual Spanish or Mandarin programs. The planning and delivery of instruction for developing ELLs is guided by a number of data points including: Regents scores, NYSESLAT scores, in-house created baseline assessments, uniform English midterms and finals and uniform Mock Regents taken during their Junior year. Additionally, teachers are provided with the EDAT to personalize and tailor instruction to fit the needs of individual students who have been identified as “on track” and “off track” in terms of second language acquisition and graduation requirements. The guidance department works closely with teachers to hold face-to-face meeting with developing ELLs to formulate action plans and provide additional support to ensure they do not become long-term ELLs. As with newcomers, developing ELLs are encouraged to take advantage of all in-house and after school tutoring support systems.</p>
e. Long Term	<p>The needs and challenges of long term ELLs are more intense than other various ELL subgroups. Both the Attendance and SIT Teams as well as the ELL Coordinator work collaboratively to identify those ELLs who have not made adequate or significant progress in terms of language acquisition as measured by all aforementioned data points. Working alongside the Guidance Department, attendance teachers routinely make phone calls and home visits in an effort to devise concrete action-plans for long-term ELLs to get back on track. Our school-wide initiative of looking at the whole-child ensures that teachers investigate the reasons behind poor attendance and class performance and set up academic interventions with counselors and parents. Long-term ELLs, as with all other ELL subgroups, are also highly encouraged to attend after school programs and night-school where academic deficiencies are targeted by trained and dedicated teachers.</p>
f. Former ELLs up to two years after exiting ELL status	<p>The needs and challenges of former ELLs make it so that with additional supports, they can flourish academically. As a result, all former ELLs receive commanding English by grade level, by a licensed ENL teacher, five days per week, 46 minutes per day. Instruction provides language scaffolds such as modified texts, tasks, glossaries, word banks, visuals, graphic organizers, predetermined grouping based on ability, Immersive Readers, and employs the use of effective language acquisition strategies to ensure additional language support. These teachers are usually dual licensed ENL/English teachers or two teachers (ELA and ENL) are placed in each former ELL's ELA classroom, each period, to provide supplemental support both in language needs to access the content and gain mastery over their fluency in the English language.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>Home language support is evaluated by the principal and administrators during informal and formal observations, review of teacher artifacts such as curricula products, and routine CFG walkthroughs for all program models as we take an interdisciplinary approach to observation cycles and reflected on teacher feedback, reports, and ratings as part of 1E, 1 A, and 3C. Home language support is delivered with use of tools such as the Immersive Reader, translating source material in home languages as well as English as an entry point, exploring cognates, root words, prefixes and suffixes from languages represented within the group when previewing vocabulary as a part of classroom routines, and assigning tasks/translators which use home languages to fuel conversations as springboards into writing tasks both in home languages and in English. Additionally, in order to support the home language, bilingual dictionaries and glossaries are available in ENL, Home Language Arts and bilingual content area classes. Library books are also available in the students' native languages. Instruction is provided in the New Language Arts Chinese and Spanish classes to transfer skills to English. For example, students read texts in Home Language Arts that are taught in ENL and ELA classes. Students read the text in the home language and discuss, read and write about the same text in the home language and in English in alignment with the Standards. ELLs receive supplemental instruction, academic support in regents preparation in after school and Saturday tutorial programs.</p>
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	<p>Language electives offered to ELLs include, Advanced Placement Chinese and Advanced Placement Spanish. Students are encouraged to obtain the seal of Biliteracy through meetings with guidance counselors, and conversations with ENL and language teachers who assist students in being successful in this process.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Joy Richards of the UFT teacher center, provides professional learning to the following: all ENL and content area teachers in science, mathematics, social studies, and special education. In addition, guidance counselors, school psychologists, speech therapists receive training at the guidance department meetings. The current AP of Guidance is the former AP of ENL. AP Organization provides orientation to school secretaries and parent coordinator. Assistant principals receive training during cabinet meetings. AP De Ronde, AP of ENL will provide targeted ELL-focused PD to the instructional cabinet. Ms. Richards offers professional development to ENL and bilingual teachers in the following areas: Co-teaching Strategies, CR-SE, analyzing ELL data, CR Part 154 regulations, Integrated ENL Orientation, Close Reading Strategies, Effective Questioning Approaches, Peer AP ENL, Matthew De Ronde, provides PD in aligning ELA content area instruction with integrated ENL and scaffolding for ELLs and ELLs with disabilities. PD is provided to Title III during department meetings in areas such as best practices for co-teaching, teacher modeling, reading complex text, citing textual evidence and student generated questioning. Joy Richards provides professional learning to raise awareness and build capacity for the implementation of the Next Generation Learning Standards with focus on Advanced Literacy and the use of school-wide practices for supporting culturally and linguistically diverse learners. In addition, Literacy Coach leads professional learning on Culturally Responsive and Sustaining Education Framework focusing on principles of Welcoming and Affirming Environment, High Expectations and Rigorous Instruction.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Joy Richards of the UFT teacher center in collaboration with the ENL department provides ELL-focused professional learning through out the year on a variety of topics including: Data-driven ELL instruction, the gradual release model, ELLs and implicit bias, and many other topics. Additionally, assistant principals provide professional learning around formative assessment in instruction and co-teaching models during whole school, as well as, department specific professional learning.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Parents of ELLs attend PTA meetings where Spanish and Chinese interpreters are available at every meeting. There is a list of staff members who speak various languages that we call when translation services are needed. We also utilize the DOE translation services number to call. ELL parents also attend Title III workshops, bilingual guidance counselors and parent coordinator. Workshop topics include the following: Understanding school documents, attendance, after school instructional support classes, NYS regents requirements, ways to support school issues with teens, college readiness, college choices, financial aid, etc. In addition, ELL parents also participate in Family Science Night and Career Day. We provide parent workshops through our Title III program and we have annual ELL/Bilingual Cultural night organized by AP De Ronde in coordination with the SAFE Program. ELL Nights, informational events, seminars on how to use technology etc. are held both in-person and online. We intend to incorporate translated directions on how to use Google Classroom and all relevant technology into our John Bowne Handbook. Yearly ELL meetings with parents will be up to individual teachers to organize and set up appointments. It is our goal to grant students more access to teachers and are considering appointments in an "office hours" style forum.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In order to meet individually with parents of ELLs, we hold evening meetings. ENL and bilingual teachers will come in for per session and meet with parents to discuss goals of the program and language development needs of individual students. In addition, where feasible, teachers will meet during the day, including possibly during C-6 assignments and office hours. Qualified interpreters/translators will be available to assist in the language parents best understand. Additionally, we use Skedula to increase ELL parent engagement. This program provide parents the opportunity to view student grades and attendance records and communicate with their teachers. It is also a messaging system that allows schools to communicate with families in their home language. Records of in-person meetings, phone calls and messages/ letters sent, are stored in Skedula electronically. During NYSITELL and NYSESLAT administration, parents are invited both individually and in small groups to meet with staff members to discuss goals of the program, language development progress, or to schedule future times that are more convenient. ELL teacher ambassadors work with families to facilitate/schedule meetings and to memorialize these efforts for progress monitoring on Skedula and/or ILOG.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>As we are a large high school, we are working to constantly improve and streamline our systems and structures in order to create a more cohesive experience for English language learners by creating a smaller community within a large one, while not limiting access or opportunity for English language learners. We strive to support English language learners in taking advantage of all the opportunities that John Bowne High School has to offer.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>We have orientation activities to assist newly enrolled ELLs before the beginning of the school year, assisted by our ELL coordinator, Grace Yu, and our Parent Coordinator, Mr. Castillo. During workshops, the students and parents receive information about ENL and bilingual program choices. They also participate in school tours and presentations from the different departments. At various times throughout the school year, we hold ELL parent meetings with translators present, to inform parents and students of our instructional programs, graduation requirements, academic support programs and extracurricular activities. In addition to this, meetings are planned to inform parents of their students progress in English language acquisition in ENL classes, English language proficiency results and language development needs in all content areas.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our team is spearheaded by our ELL Coordinator, Grace Yu, and includes our literacy coach and ENL teacher, Joy Richards, as well as bilingual teachers Ms. Zhang, Mr. Galindo, Matthew De Ronde, the AP of ENL, and where applicable, bilingual counselors, Ms. Perez and Ms. Zhao. Our coordinator, Ms. Yu, makes outreach to families, meets with families, reviews exam procedures and rationales, makes appointments with students and families and ensures the smooth running of the NYSITELL to ensure proper services and programming for all incoming ELLs. She does this through a comp-time position, where she is awarded with the time for the planning and execution of these endeavors, on a daily basis, as needed M-F, throughout the school year. In addition, when necessary, she meets with families and students on evening and weekends for per-session to ensure proper identification. She then communicates results to our program chair and coordinator, AP Sencer, and Mr. Cubillos for proper placement once identified through interviews with students and families and testing.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Grace Kuichi	Yu	ELL Coordinator	2021-2022	YES	YES
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
ALBANIAN	1	0.02	1	0.02
ARMENIAN	5	0.1	5	0.1
ARABIC	24	0.49	25	0.51
BENGALI (BANGLA IN BANGLADESH)	73	1.49	75	1.53
BURMESE	1	0.02	1	0.02
CHINESE ANY	623	12.72	466	9.52
CANTONESE	0	0	7	0.14
CROATIAN	1	0.02	0	0
DARI/FARSI/PERSIAN	8	0.16	8	0.16
DUTCH	1	0.02	1	0.02
FRENCH	5	0.1	5	0.1

FULANI	4	0.08	4	0.08
HINDI	22	0.41	27	0.51
GUJARATI	11	0.22	12	0.22
HAITIAN CREOLE	5	0.1	7	0.14
HINDI	19	0.39	20	0.41
INDONESIA (AKA BAHASA)	3	0.06	3	0.06
JONKHA	0	0	1	0.02
KOREAN	10	0.2	9	0.18
MACEDONIAN	1	0.02	1	0.02
MANDINKA (AKA MANDINGO)	3	0.06	3	0.06
MALAGASY	2	0.04	2	0.04
MALAY	2	0.04	2	0.04
MANDARIN	0	0	157	3.21
NAHUATL	10	0.2	10	0.2
NEPALI	3	0.06	3	0.06
ENGLISH	2344	47.86	2295	46.88
PASHTO (AKA PUSHTO)	9	0.18	12	0.25
PILIPINO (AKA TAGALOG)	8	0.16	9	0.18
PUNJABI	17	0.35	20	0.41
POLISH	1	0.02	1	0.02
PORTUGUESE	1	0.02	3	0.06
RUSSIAN	22	0.45	22	0.45
SENUFO	4	0.08	4	0.08
SINHALESE	2	0.04	2	0.04
SPANISH	1637	33.42	1655	33.8
TIBETAN	4	0.08	5	0.1
TADZHIK (AKA TAJIK)	2	0.04	2	0.04
URDU	26	0.53	32	0.65
UKRANIAN	0.04	2	0.04	2
UZBEK	2	0.04	2	0.04
VIETNAMESE	2	0.04	2	0.04

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	31	40
Chinese	7	11
Urdu	10	10
Greek	9	9
Polish	5	5
French-Creole	7	14
Italian	3	5
Russian	5	7

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Language preferences of the parent community are assessed using the Home Language reports available on ATS such as the RHLA and the RAPL to identify home languages and preferred parent languages. The language preferences of the parent community are transferred to our school management system, the new DOE platform, and our online document and notification management system, Operoo. Through the new DOE platform and Operoo, staff can look up the language preferences of the parents when doing outreach and when sending out notifications.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
All DOE Documents	As needed	Provided by DOE
Guidance Newsletter	Monthly	Staff Translators
Student Performance Letters	Ongoing	New DOE platform, Staff Translators
School Calendar	Fall/ Spring	Staff Translators
Parent Resource Packets	September/ Ongoing	Staff Translators, Parent Resources Provided by DOE
Family Event Flyers	Bimonthly	Staff Translators, RBERN Workshop Flyers

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.
Freshmen Orientation	September	Staff Translators, Powerpoint Presentation with Microsoft Translator (proofread by staff for errors)
ELL Parent Annual Meeting	November	Staff translators, Student translators, Over-the-phone interpretation service,
Parent/ Teacher Conferences	November, March	Staff translators, Student translators, Over-the-phone interpretation service,
PTA Meetings	Monthly	Staff translators
Parent Orientation (for new over-the-counter ELLs)	Ongoing	Staff translators, Over-the-phone interpretation service,
Multicultural Night	March	Staff Translators,

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school-wide emergency, the following communication strategies will be implemented: Pop-up notifications on the school website (translated), Phone masters calls (translated), Emails and text messages via the new DOE platform, Online town hall meetings with staff translators and staff phone calls home (staff translators/ over-the-phone interpretation)</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>For a student-specific event, the communication strategies are: Phone masters calls (translated), Emails and text messages via the new DOE platform (translated), and staff phone calls home (staff translators/ over-the-phone interpretation service).</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>In the case of an emergency, a parent would call the main office. If one of the members of our office staff do not speak the parent's language, they would get translation support from another staff member in building. The translating staff member would assist them immediately. In the event that the parent speaks a language that is not spoken by any staff member in our building, translation services would be dialed third-party immediately.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Opening school meeting, Opening school packet
Over-the-Phone Interpretation Desk Aid	Opening school meeting, Opening school packet
Language Access Handbook	School website

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>All staff will receive goals and pertinent regulations in the opening day packet, which will be disseminated and reviewed at the start of the school year with teachers signing off on receipt. Training in the form of workshops or step-by-step tutorials will be provided to staff for using translation services and technology such as Google translate, the translate function on the new DOE system when communicating with families. School funds will be made available to provide per-session opportunities for staff translators.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>Information about translation and interpretation services is posted on the school's website with a link to A-663 and Language Access Handbook. Parents are notified of their rights at parent orientations/ meetings, PTA meetings, and School Leadership Team Meetings as well as through our Parent Coordinator and Language Access Coordinator. Notification letters will be sent out in the parents' preferred languages via Operoo, our school's online notification management system. A copy of A-663 will be included in the parent orientation package disseminated for new entrants and in the fall for returning students. Language access signs are available in the lobby and in offices that work with parents along with I-Speak Card to identify language and provide access.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>After each event, the usage of surveys is analyzed to determine if a greater need exists for translation/ interpretation. Besides, parent feedback is gathered at the conclusion of the services utilized regarding quality through in-house surveys to identify needs. Surveys such as those created via Google Form are completed on-site and after events and make disaggregating feedback data efficient and user-friendly.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Feedback from parents has been used to improve the quality of translation and interpretation services provided by the school. Parents have shared feedback on preferred languages, preferred methods of written communication, such as a preference for communication in text messages/letters in Spanish/Chinese, etc and the school has tailored communications accordingly to results on surveys.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	JOHN BOWNE HIGH SCHOOL
DBN:	25Q425
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:	200
Total # of teachers in this program:	10
# of certified ESOL/Bilingual teachers:	4
# of content area teachers:	6

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>The Title III direct instruction program will have a three-tiered focus. In the months prior to each Regents exam, the Title III program will provide targeted Regents tutoring focusing on specific needs of English language learners for all ELLs. Additionally, the Title III program will offer targeted classes for newcomer students (48.7% of ELLs at John Bowne) and SIFE students in order to support and expedite their language acquisition. These extra supports will provide students with opportunities to practice basic interpersonal communication skills as well as develop academic language. Finally, specialized tutoring will be made available to long-term ELLs (29.8% of ELLs at John Bowne) in order to support their coursework and skill gaps. This targeted tutoring opportunity will provide students with additional language support specifically through further developing literacy and academic language.</p>
<p>Rationale</p>	<p>Based on the past year's data, newcomer ELLs, SIFE students and long-term ELLs need the most additional targeted support. Tailoring specific offerings to their needs will have the biggest outcome on creating more equitable outcomes for English language learners.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Regents tutoring will be made available to ELLs of all levels in grades 9-12. Targeted tutoring classes will be made available to long-term ELLs, SIFE students, and newcomer ELLs in grades 9-12.</p>
<p>Schedule and duration</p>	<p>Title III Tutoring opportunities will take place after school on Tuesdays and Thursdays from 2:35pm to 5:05pm. Saturday opportunities will run on Saturdays from 9:00am to 12:00pm. Title III programing will run in two sessions November 1st to January 30th and February 1st to June 10th.</p>
<p>Language of instruction</p>	<p>English will be the primary language of instruction with the exception of Regents tutoring for bilingual Spanish and Chinese Regents courses.</p>
<p>Number and types of certified teachers</p>	<p>-Four ESOL-certified teachers -Two bilingual social studies -Two bilingual math -Two bilingual science</p>
<p>Types of materials</p>	<p>Department-specific curriculum, NEWSELA, CommonLit</p>
<p>Include any additional details here:</p>	<p>N/A</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School,Saturday Academy</p>

Grades to be served in this program. Select all that apply.	,9,10,12,11
-------------------------------------------------------------	-------------

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: <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	Teachers participate in professional learning through our UFT Teacher Center, Queens North BCO, and NYC DOE professional learning offerings. Professional learning will be presented on a cycle throughout the school year, based on data and the needs of the teachers and students, including data provided through Advance and Bullseye, which will be used for walkthrough purposes and providing targeted feedback only. All teachers who work with ENLs will participate in training. Topics to be covered include, but are not limited to, SEL in the ENL classroom, language acquisition strategies, engagements strategies, and question and discussion strategies.
Rationale	Title III professional development will focus on three primary areas of need based on observation data from the 2021-2022 school year: assessment in instruction, student discussion/academic language, and CRSE.
Teachers to receive training	Training will be made available to all teachers in the school. Attendance will be highly encouraged for all.
Schedule and duration	Title III Professional Development Schedule 2022-2023 October: Knowing ELLs Well - Using Insight to Support Instruction with Data November: Tools for Home Language Support and Parent Outreach December: Differentiating Instruction for Different ELL Levels January: Formative Assessment and Flexible Regrouping for ELLs February: Advanced Literacy and Academic Vocabulary March: Advanced Literacy and High Quality Discussion April: Advance Literacy and Writing May: ELLs and the Culture Continuum June: ELLs and Cultivating Genius
Topics to be covered	Title III professional development will focus on three primary areas of need based on observation data from the 2021-2022 school year: assessment in instruction, student discussion/academic language, and CRSE.
Name of provider	UFT Teacher Center, Ms. Joy Richards, and Mr. Matthew De Ronde, AP of ENL
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: <ul style="list-style-type: none"> rationale schedule and duration topics to be covered name of provider how parents will be notified of these activities 	Parental engagement activities will be hosted by our Parent Coordinator, PTA, and CBO. In addition, AP for All, Follow Us to Success, and other organizations will provide support to our parental engagement activities that will be hosted by our guidance and ENL department staff. Activities will include family cultural nights and events which provide information for college and career readiness, including the application and financial aid process. Parents will be notified through advertising on our website, emails through NYC accounts and the new DOE platform, and robocalls sent out by our Parent Coordinator.
Rationale	Parent engagement activities for families of ELLs will focus on providing families with key information and resources necessary to support their students, as well as access to high quality supports and services. Topics will include the college application process for ELLs, understanding graduation requirements, and a bilingual book club. The focus of these parent engagement activities will be threefold: to increase parent involvement in the school community, to increase parent awareness of how to better support their students at home, and increase parent awareness in how to better support their children in preparing for post-secondary opportunities.
Schedule and duration	December 1, 2022: Applying to College for Families of ELLs December 8, 2022: Navigating NYCSA Accounts for Families of ELLs February 9, 2022: Bilingual Book Club Kickoff March 9, 2022: Multicultural Potluck 1 May 25, 2022 Multicultural Potluck 2
Topics to be covered	Topics will include: college and career readiness for ELLs, graduation requirements and at-home academic support, CRSE related topics, and tutorials on creating and using a NYCSA account.
Name of provider	Parental engagement activities will be hosted by our Parent Coordinator, PTA, and CBO. In addition, AP for All, Follow Us to Success, and other organizations will provide support to our parental engagement activities that will be hosted by our guidance and ENL department staff.
How parents will be notified of these activities	Parents will be notified through advertising on our website, emails through NYC accounts and the new DOE platform, and robocalls sent out by our Parent Coordinator.
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	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Our Professional Learning Plan at John Bowne High School is run and developed by a Professional Development Team which is comprised of the UFT Teacher Center staff, teacher leaders (CRSE coordinator, UFT Chapter leader), paraprofessionals, content department Assistant Principals, and the Principal. The professional learning plan is informed by data collection software (Advance and Bullseye) which captures observed teaching practices. The data is analyzed by the PD Team to determine trends and develop PLOs for the specific PD cycle. Cycles are every 4 to 6 weeks, and include teacher surveys, lunch and learns, intervisitations, and both in-person and virtual workshops. At the conclusion of each cycle, the focused trend is reassessed and future PD is determined. Cycle "Look-fors" will include: - ICT and differentiation -Instructional outcomes alignment to learning target -Higher order questioning and school-wide discussion protocol -Student engagement and making student thinking visible - CRSE/SEL -Assessment and Feedback</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$1,402,685.00	X	HS ELA, HS Math, SEF, Quality IEP, Chronic Absenteeism, Graduation Rate, CCCR
Title I, School Improvement 1003(a)	Federal	0.00	X	N/A
Title II, Part A	Federal	0.00	X	N/A
Title III, Part A	Federal	\$64,638.00	X	HS ELA, HS Math, SEF, Graduation Rate, CCCR
Title III, Immigrant	Federal	0.00	X	N/A
Title IV, Part A	Federal	0.00	X	N/A
Tax Levy (Fair Student Funding)	Local	\$20,014,015.00	X	HS ELA, HS Math, SEF, Quality IEP, Chronic Absenteeism, 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.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Commonpoint Queens- Future Forward	Students with attendance @ 75%	Family empowerment, Wellness, Special populations	Chronic Absenteeism
Commonpoint Queens- STRIVE	Students in need of counseling	Wellness	Supportive environment
Child Center of NY (CCNY)	Students in need of mental health counseling	Wellness	SEL Support

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>The Future Forward and It Takes A Village Program, led by CBO, Commonpoint Queens, has focused on enhancing and increasing availability of social-learning support for students through their collaboration with the school's support teams (guidance counselors, other school CBO partners, and APs). The Future Forward Program offers after school activities focused on skill-building, academic support, wellness, and college and career readiness. The Program also serves as an available collaborative liaison between its program's students, their teachers, and guidance college counselors supporting the students in scheduling appointments and communicating with school staff as needed.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>The Future Forward Program intends to offer JBHS families workshops focused on wellness, community resources/engagement (i.e. workforce support, food pantry support, and ESOL classes), and activities to foster parent/child relationship-building (i.e. family game nights). The Future Forward Program will be providing the school support by outreaching to the school's Spanish-speaking families, and informing them of helpful community resources (including resources that Commonpoint Queens has to offer). These services are a main component of Future Forward's sub program, It Takes A Village.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>The Future Forward Program will support the school’s students through providing weekly after school enrichment activities focused on wellness through mindfulness and yoga groups. Yoga and wellness workshops will be provided to JBHS families and staff. Additionally, the Future Forward Program will be offering counseling and emotional check-ins to support the students’ well-being. Weekly social-emotional learning groups will be run by the Future Forward Program counselors to support the enhancement of coping skills and mindfulness. Commonpoint Queens continually has available wellness programs focused on emotional and physical well-being year-round (i.e. mental health clinic and gym/recreational amenities), at a range of times throughout the week- daytime, evening and weekend programming is available to serve community needs. Commonpoint Queens also services the community through food pantry, SNAP application assistance, and other necessary, concrete supports.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>The Future Forward Program intends to offer support to truant students and other students with chronic absenteeism by engaging them in the program’s after school and counseling services. Academic performance and absenteeism will be addressed in weekly and monthly counseling sessions between Future Forward program students and their counselors. Future Forward Program counselors will serve as liaisons between students and their teachers to support students’ academic growth.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School’s systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>The Future Forward Program intends to provide a versatile array of services (enrichment groups, academic support and counseling) that are inclusive of all students. The Future Forward Program seeks to ensure accessibility and availability of services to multilingual and English language learners. The Future Forward Program has two bi-lingual Spanish-English speaking counselors to effectively target and support the school’s Spanish speaking students. Math tutoring in the Future Forward Program will be offered by a bilingual Chinese-English speaking staff member. Future Forward Program staff will be providing outreach to Spanish speaking families to provide helpful community resources to support the school’s families. The CBO, Commonpoint Queens offers ESOL classes, and vocational training to multilingual families; information about these resources will continue to be made available to JBHS students and families. The Future Forward Program will promote and share community resources and events that are relevant and supportive to MLL/ELL Future Forward students and families as they become available.</p>

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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