

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	09X252
School Name	Mott Hall Bronx High School
Principal	Kathryn Malloy

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Mott Hall Bronx High School
District Borough Number (DBN):	09X252
Grades Served:	9-12
School Address:	1595 Bathgate Avenue, Bronx, NY
Phone Number:	7184666800
Fax:	7184666801
School Contact Person:	Stephanie Zaccardo, AP
School Contact Person Email Address:	SZaccardo@schools.nyc.gov
Principal:	Kathryn Malloy

United Federation of Teachers (UFT) Chapter Leader:	Gerard Mancusi
Parents' Association President:	Dionicia Dircio
SLT Chairperson:	Catherine Nieves
Title I Parent Advisory Council Chairperson (PAC):	David Perez
Student Representative(s) Middle /High School:	Anne Sosa
Student Representative(s) Middle /High School:	Deneya Avila
Community Based Organization (CBO) Representative:	n/a
School-Based Students in Temporary Housing (STH) Liaison:	Ra-Mel Williams

District Information

Geographic District:	9
Superintendent:	Richard Cintron
Superintendent's Office Address:	335 Adams Street, Brooklyn, NY 11201
Superintendent's Email Address:	rcintro@schools.nyc.gov
Phone Number:	7189235124
Fax:	n/a

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature
Kathryn Malloy	Principal or Designee*	
Gerard Mancusi	United Federation of Teachers (UFT) Chapter Leader or Designee*	
	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	
Cathy Nieves	District Council 37 (DC 37) Representative (staff), if applicable	
David Perez	Member/Parent	
Felix Pelliot	Student Representative (Required for middle and high schools)	
	Student Representative (Required for middle and high schools)	
Natasha Bruton	Member/Teacher	
	Member/Parent	
	Member/Parent	
	Staff or Parent	

<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>Mott Hall Bronx High School (MHBX) is a small school located in the Claremont section of the South Bronx. Our school is characterized by a staff dedicated to providing students with the tools necessary to be successful in school and in life. Mott Hall has several strong partnerships that support the working including New Visions and Fordham University. MHBX is committed to helping students succeed in the rigorous IB program. Average SAT score - 886/1600 Attendance - 86% Black - 25% Latinex - 73% 47% - male 53% - female 8% - ELLS 25% - Students With Disabilities</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9-12	Internally developed in conjunction with the New Visions curriculum	multiple ways to access text
Math	9-12	Internally developed in conjunction with the New Visions curriculum	student learning plans
Science	9-12	New Visions for Public Schools	multiple ways to display comprehension
Social Studies	9-12	Internally developed in conjunction with the New Visions curriculum	student choice

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)
Close gap between pass rates for students with and without disabilities in ELA class	In SY 2021-2022, 82% of students in grades 9-11 earned credit for ELA.	Accessibility of curriculum for struggling students

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	82%	By June, 2023, credit accumulation for High School ELA for All Students will increase 6%, from 82% to 86%, as measured by 9th-11th grade ELA passing rates.

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 26, 2023			
course grades	earning a passing grade of 65 or higher	83	83	84	85

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?)
09/14/2022	01/29/2023	identify target standards for mastery based learning units
09/06/2022	01/30/2023	align student learning outcomes with targeted standards
11/02/2022	01/30/2023	refine unit plan to reflect mastery based learning and mastery based grading

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?)
01/30/2023	06/26/2023	continue to develop and refine unit plans that align with MBL and MBG
01/30/2023	06/26/2023	develop standards aligned rubrics
01/30/2023	06/26/2023	begin to vertically align ELA curriculum map by vertically aligning skills and habit required to successfully complete the 11th grade IB Internal Assessment.

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	05/01/2023	Progress reporting for each quarter	

Human Resources	ELA content team leader per-session
Instructional Resources	International Baccalaureate Subject guides
Schedule Adjustments	none
Other Resources Needed	none

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)
Increase regents passing rate for all students in ALG 1	June 2022 regents - 41% scored 55-64% and 26% scored 65-84%	Many students lack skills prerequisite to Algebra

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	26	By June, 2023, Algebra pass rates will increase by 14%, from 26 to 40, as measured by Algebra 1 Regents pass rates.

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 25, 2026			
Regents pass rates	Regents grade of 65 or above.	26%	26	31	36

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?)
08/21/2022	10/14/2022	Universal screening of ability levels using incoming test scores, MAP data, and teacher assessment
09/01/2022	01/29/2022	Math teachers iterate prerequisite skills/understandings for each learning target and share this information with students.
10/03/2022	01/31/2022	Intervention/remediation in small groups
08/01/2022	01/31/2023	Math department will read and discuss Peter Liljedahl's book Building Thinking Classrooms in Math.

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	02/01/2023	Teachers engage in unit workshop to ensure alignment of assessment and standards
04/21/2023	04/21/2023	Teachers engage in a vertical alignment workshop in their content team
02/01/2023	06/02/2023	Math teachers iterate prerequisite skills/understandings for each learning target and share this information with students.
02/01/2023	06/01/2023	Intervention/remediation in small groups
02/02/2023	06/01/2023	Math department will study and implement CHR-SE framework.

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)
11/10/2022	03/31/2023	Increased parent understanding of importance of and strategies for interventions and remediation.	
03/01/2023	03/31/2023	Financial literacy workshop for families.	

Human Resources	Content Team Leader per-session, coordinator of intervention services
Instructional Resources	New Visions instructional resources, Thinking Classroom, CHR-SE
Schedule Adjustments	time for intervention
Other Resources Needed	none

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)
Decrease perception and incidence of bullying	On the 2022 NYC School Survey, 25% of teachers responded favorably that students harass or bully others in the school.	Lack of clear expectations and procedures when staff become aware of bullying.

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	25%	By June, 2023, teacher perception of the occurrences of bullying will improve from 25% favorable to 45% favorable.

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)
		6/25/2022			
NYC School Survey	School Survey responses	09	09	09	09

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	12/31/2022	Teachers co-plan. Establish clear learning targets for every lesson. Clarify roles in planning and modifying curriculum for individual students' needs
10/01/2022	02/01/2023	Teachers develop and use rubrics for each learning target
09/12/2022	11/18/2022	Implementation of new grading system (JumpRope) and refined grading policy to support Mastery Based Learning and Mastery Based Grading.
10/03/2022	01/31/2023	Targeted intervention in math and literacy for ninth and tenth graders.
10/03/2022	10/28/2022	Write rubric to support second habit rubric with student focus group.

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	03/01/2023	Co-teachers engage in inquiry cycles around struggling learners
03/01/2023	04/01/2023	Instructional rounds by administrators to focus on needs of struggling learners
04/01/2023	05/01/2023	Second round of inquiry around struggling learners
02/06/2023	05/31/2023	Complete rubrics for learning targets. Refine rubrics that have already been used.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/20/2023	Increased parent engagement by training families on new grading system and mastery based learning.	
01/03/2023	01/07/2023	Town Hall with students and parents around student independence	

Human Resources	expanded co-taught classes, lead teacher, Peer Collaborative Teacher, ELL Coordinator, Content Teams, coaches
Instructional Resources	Sown to Grow, Chromebooks, DeltaMath, iXL, JumpRope
Schedule Adjustments	time for intervention services
Other Resources Needed	coordination of intervention

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)
Many students have attendance rates lower than 90%	68% of students were classified as chronically absent at the end of SY 2021-22	Various including social emotional wellness, communication of attendance expectations and accessibility of instruction.

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	68	By June, 2023, Chronic Absenteeism for All Students will Decrease 20%, from 68 to 48, as measured by Rate of chronic absenteeism

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 25, 2023			
Rate of chronic absenteeism	Rate of chronic absenteeism	44%	45%	44%	43%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/01/2022	06/28/2023	Support staff and grade team leaders will have a weekly attendance meeting during which they will discuss interventions, school wide, grade wide and individual. Team members will be given a caseload for which they will conduct outreach.
10/01/2022	06/28/2023	Outreach monitoring by Assistant Principal
10/01/2022	06/28/2023	Additional supports for families as needed including referrals to services.

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?)
10/01/2022	06/26/2023	Continue weekly attendance meetings
10/01/2022	06/26/2023	Outreach monitoring continues.
10/01/2022	06/28/2023	Targeted outreach to students with 80-89% attendance rate

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	06/17/2023	Parents are notified if their child is late or absent	

Human Resources	Time for attendance team to meet. Approximately 1 hour per week.
Instructional Resources	n/a
Schedule Adjustments	n/a
Other Resources Needed	none

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)
Capacity for timely and thorough review of IEPs	In SY 2021-22, 9th grade students with disabilities had a credit accumulation rate 6% lower than students without disabilities.	classwork can be better modified to meet students' individual needs

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)	71	By June, 2023, credit accumulation for IEP students will increase by 3%, from 71% to 74%, as measured by course grades.
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 Development of appropriate post-secondary goals and services by Increase 20, from 80% to 100, as measured by IEP Review.

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 25, 2023			
IEP completion date	Timeliness of IEP completion	71	72%	73%	74%
SPP-13 Rating Sheet	"Yes" to all questions on the Individual Student Record Review Checklist	was not measured at this time	72	73	74

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	06/30/2023	Incoming students' receive instruction in the least restrictive environment	Ensure program and service recommendations are appropriate for each student to provide access to the student's least restrictive environment
09/01/2022	06/30/2023	Conduct IEP reviews to ensure appropriately rigorous standards-aligned annual goals	Conduct IEP reviews to ensure appropriately rigorous standards-aligned annual goals
09/01/2022	06/30/2023	Parent Coordinator schedules IEP conferences in order to ensure timely IEP completion	Parent Coordinator schedules IEP conferences in order to ensure timely IEP completion

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/15/2022	06/20/2023	IEP case manager reaches out to all families personally	n/a

Human Resources	Special Education teachers' professional periods are used for IEP writing.
Instructional Resources	none
Schedule Adjustments	none
Other Resources Needed	none

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)
Increase graduation rate	82% of the cohort graduated in four years	Varied including disengagement, competing priorities, lack of skills, lack of an appropriate post-secondary plan.

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	82	By June, 2023, Graduation Rate for All Students will Increase 4%, from 82% to 86%, as measured by 4 Year Graduation Rate.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 25, 2022			
Graduation rate	Students on track to graduate (passing all classes needed for graduation) AND attendance greater than or equal to 90%.	09	09	10	11

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?)
08/01/2022	08/30/2022	Program students into classes needed to graduate
01/22/2022	01/22/2022	Parents, students and teachers informed of which students are in danger of failing their classes
01/25/2022	01/29/2022	Students given extra time to demonstrate mastery of standards for first semester
01/30/2022	02/01/2022	Adjust student programs if needed
09/15/2022	10/01/2022	Identify 11th and 12th grade students with attendance below 90% for 2021-2022 school year AND/OR those starting the year with attendance problems. Assign an adult mentor to support student attending school.
10/01/2022	01/31/2023	Mentors support students to come to school and monitors grades and credit accumulation.
10/01/2022	11/21/2022	Students with attendance less than 90% prioritized to meet with post-secondary office and GC.

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?)
02/02/2023	06/18/2023	Teachers will meet in grade teams across all grades to discuss students who are not on track to graduate
02/02/2023	06/18/2023	Guidance counselor outreach to 12th grade students who are not on track to graduate
02/01/2023	06/25/2023	Mentors support students to come to school and monitors grades and credit accumulation.
02/01/2023	02/28/2023	Students with attendance less than 90% prioritized to meet with post-secondary office and GC.

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)
02/01/2023	02/28/2023	Family conferences with students not on track to graduate to develop a plan for get back on track.	
09/15/2022	11/15/2022	More rigorous recruitment of 11th and 12th grade students with attendance less than 90%	Build On

Human Resources	AP, Guidance Counselor, teachers, support staff
Instructional Resources	none
Schedule Adjustments	none
Other Resources Needed	none

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 rate at which students with disabilities enroll in IB classes	In SY 2021-2022, 30% of students with disabilities in their fourth year enrolled in IB classes, half the rate of students without disabilities.	confidence in academic abilities and understanding of IB program

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
Students with Disabilities (SWD)	30	By June, 2023, enrollment in IB classes for rising 11th graders with Disabilities (SWD) will increase 15%, from 30 to 45%.

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 25, 2021			
IB course grades	IB score reports	28	28	29	30

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	08/31/2022	Program students into IB classes
08/23/2022	08/26/2022	Summer bridge program for all IB students
11/16/2022	01/29/2023	Provide additional support as needed
10/10/2022	11/15/2023	All 9th and 10th grade students will learn about IB in CCE including meeting with current IB students.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	05/28/2023	Monitor progress of students in IB classes (all classes)
02/15/2023	05/14/2023	Provide additional support as needed
02/01/2023	04/16/2023	Identify successful practices that support students' academic success in IB classes.
03/15/2023	06/01/2023	Share successful practices that support students with IEPs to be academically successful in IB classes

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/23/2021	05/12/2022	quarterly progress reporting	

Human Resources	Time for IB team to meet. Time for co-teachers to plan
Instructional Resources	n/a
Schedule Adjustments	n/a
Other Resources Needed	none

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Reading Support	Students are recommended by grade team leaders, grade teams, or teachers.	Literacy Groups and REWARDS	Small group	During the school day for two 57 minute periods per week	No
Math Support	Students are identified		Small group	During the school day students will be pulled out of Algebra for additional support	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
tier 2: One-to-one check ins with advisory teacher	DESSA screener	Advisory	one-to-one	during school	no
tier 1: Counseling	IEP, disciplinary record, staff referrals	counseling	small group	during school	no
tier 3: Weekly SEL check in	all	Sown to Grow	individual	during school	Sown to Grow

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>47</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>The STH Coordinator role helps with identifying and facilitating support for the student and their families. Students are provided with uniform clothing, warm coats during the winter months and other school supplies they may need. Families are given extra support based on their needs including referrals to mental health services, housing support services or programs providing for food.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by: • conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; • convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; • arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; • respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; • providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; • involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact; • providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; • ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by: • ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; • notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; • arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

• monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • set limits to the amount of time my child watches television or plays video games; • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact; • participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible; • take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

• attend school regularly and arrive on time; • complete my homework and submit all assignments on time; • follow the school rules and be responsible for my actions; • show respect for myself, other people and property; • try to resolve disagreements or conflicts peacefully; • always try my best to learn.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

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

A. School Information

District:	09
Borough:	X
School Number:	252

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	Kathryn Malloy
Assistant Principal	Stephanie Zaccardo
Coach	
Coach	
ENL Coordinator/Teacher	Lauren Cunningham
School Counselor	
Teacher/French & ENL	Allye McDaniel
Teacher/ENL	Karen Aquino
Parent	Dionicia Dircio
Parent Coordinator	Gicary Peguero
Related-Service Provider	

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	3
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:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	314
Total number of current ELLs at your school:	41
Total percentage (%) of current ELLs at your school:	13.1
Total number of former ELLs at your school:	2
Total percentage (%) of former ELLs at your school:	0.6

PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special

education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Our ELLs are programmed into a standalone ENL class that meets 4 hours per week (if needed based on their NYSESLAT level). Students are programmed to travel as a block for their courses, creating a mostly heterogeneous group.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our ELLs are programmed into a co-taught ELA class that serves as the integrated ENL course that meets 4 hours per week. Additionally, some of our ELLs have an ELL teacher co-teaching their history and science courses that meet 4 hours per week, allowing us to meet minute requirements for all levels of ELLs. Students are programmed to travel as a block for their courses, creating a mostly heterogeneous group.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</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>As explained above, for our freestanding ENL program we have an ENL class in each grade that meets 4 days per week for a total of 228 minutes for those at the Entering and Emerging levels and a co-taught ELA class in each grade that serves as the integrated ENL course that meets 4 days per week for a total of 228 minutes. Additionally, some of our ELLs have an ELL teacher co-teaching in their history course that meets 4 days per week, allowing up to 228 minutes of integrated ENL instruction. With each of these courses combined, we meet the required minutes for Entering level students, who would require the most ENL instruction at 540 minutes total, receiving 684 minutes at the Entering and Emerging levels. ELLs at the Transitioning and Expanding levels receive their full minutes, 180 minutes per week, through their Integrated ELA/ENL course and/or integrated ENL/History course. We only have a freestanding ENL program.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>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>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>N/A</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>About 12.2% of our ELLs are Newcomers. SIFE ELLs is zero. When we have SIFE students (currently we do not) we use the differentiation strategies that we use for our other ELL students, taking their level into account, but we also look for gaps in academic and social skills that need extra instruction and support students in acquiring those skills. For our newcomer ELLs, we focus more heavily on basic interpersonal language skills so that students are able to communicate their wants and needs and be a part of the social community at school, as they start to build skills in the academic realm as well. For our developing ELLs there is more of a balance. We work on basic language skills and also academic vocabulary so that the students can function in their content classrooms and keep acquiring language and content from their classes.</p>
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<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 make up about 70.7% of our ELL population. For our long-term ELLs we focus on individual areas of weakness, often writing and reading, and assist them in bolstering their skills in these areas.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Two students are former ELLs, making up 0.6% of our total school population. Our former ELLs receive support for two years in whatever areas are demonstrated necessary, also often writing and reading. We monitor student progress and growth for our former ELLs through the progress monitoring check-ins throughout the year based on which pathway they receive their former ELL minutes through.</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 previous data demonstrates that our ELLs are stronger in speaking and listening and struggle more in writing and reading. Speaking scores are overwhelmingly the highest, followed next by listening, and then writing and reading. The data provided from the 2021 exam was such a small sample size, it is difficult to extrapolate trends (6 students total). A trend noticed anecdotally when grading the writing sessions of the NYSESLAT for Spring 2022 was that students scored better in the extended constructed response, which may come from their familiarity with writing informational texts and using evidence to support points, as this is the most common style of writing in content classes.</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>Based on previous data, students' performance on the NYSESLAT often aligns with performance on the English regents, in that if a student is at Transitioning or Expanding, they will often do well on the English Regents. Those who have scored Expanding for many years often end up using their scores on the English Regents to transition out of the ENL program. ELL students' performance on their other Regents exams really varies and depends on the student's home language and level, and also their previous participation in their course. Oftentimes if their scores in the course are high and the student attends preparation sessions, the student is more likely to do well on the regents.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The ELLs who are most at-risk at our school are those who have poor attendance. There is a clear correlation between the two. Those who attend school more regularly do better in their classes and are able to receive more support. When students feel they are part of a community, they are more likely to reach out for help and also show up to school.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home languages of ELLs with the largest representation at our school are Spanish (almost all) and French (1) & Soninke (1). When we have new students enroll, we use their HLIS and Emergency Contact card in order to find the home language and preferred language of contact (both spoken and written) of any new families. If a family member or guardian enters the school but cannot communicate in English, School Safety at our entryway and staff in our main office have copies of the cards and brochures provided in the Language Access Coordinator kit that allows the person to point to the language they speak. If it is not one of the languages spoken on-site (English, Spanish, French, Italian, Twi, Mandarin, Bengali), the over-the-phone interpretation is used for immediate communication needs. Our school has many Spanish-speaking staff members who can contact parents and families at any time. Additionally, we also have multiple French speakers, Italian speakers, one Twi speaker, and one Bengali speaker on-site who can easily communicate with families in the event of an emergency. Beyond the human resources available, we also have a great deal of technology that can aid in communicating with ELL students and families. We are able to communicate quickly and effectively with families via the IO messenger and email functions in our online grade book IO Classroom and using School Messenger service, in addition to using the staff members mentioned above. Both of these pieces of technology allow us to communicate in English and Spanish, and also a few other majority-spoken languages, when sending messages to parents, guardians, and families. Messages can be individualized or sent to groups. Parents, guardians, and families can also respond back in their native languages and IO messenger will translate the message into English automatically (as it translated the original message from English into their native language upon sending). Additionally, all staff members are equipped with the number for the over-the-phone interpretation line which can be used at any time to communicate with any language necessary. Additionally, we have an ENL Team made up of the ENL teachers in each grade level that meets weekly to discuss the progress of our ELL students, reflect on data, and create interventions and modifications as needed. This team also monitors the progress of each student through structured check-ins throughout the year in which each ELL student reflects on his or her own progress and sets goals for their English and native language development.</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>The majority of our ELLs identify as Hispanic, with only 2 identifying as Non-Hispanic, specifically, Black. In the Hispanic group there are 13 students identifying as American Indian or Alaskan Native, 9 as Black, 5 as Multiracial, 1 as Native Hawaiian or Other Pacific Islander, and 11 as White. ELLs are included in the planning and delivery of CR-SE through discussions with staff during classes, grade team meetings, or school-wide town halls, as well as student feedback forms. In these ways students are invited to give their thoughts and ideas in a way that feels comfortable to them.</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>Our ELLs with IEPs often struggle the most with testing, including the NYSESLAT. Giving accommodations as outlined in their IEPs aids many students in performing better, but low reading comprehension and writing skill levels impact the results of their assessments overall.</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>Our school's ILT considers ELLs in the school's instructional design through assessment and anecdotal data, as well as student and parent feedback. Our master schedule is built around the needs of ELLs -- with their courses and minutes being programmed first. Also, the ILT ensures there is after-school support for language development and in all content areas for ELLs. Through Professional Development and instructional support, we also ensure ELLs are supported by their teachers in all of their classes.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core content is delivered in the freestanding ENL model through co-teaching in ELA and through small group instruction in history, math courses. There is no ELL teacher in math and science classes. Core content teachers differentiate for their ELL students with their ENL co-teachers or any ENL teacher and the ENL Coordinator as a resource and support in aligning instruction to Next Generation Learning Standards, while also being appropriate for the student's level of language acquisition. Instruction is done in English, but native language support is provided at varying levels based on the level of each ELL student. Our ENL teachers can provide oral language support in Spanish, Italian, and French, and written language support in both of those languages as well as any others needed, through use of the Translation and Interpretation Unit's services. We offer small group instruction in homogeneous groups as often as possible. Our beginner ENL students receive the most frequent and direct instruction via our standalone and co-teaching teaching models. Our intermediate and advanced ENL students receive services primarily via our co-teaching teaching model. In the co-teaching model, the ENL teacher works with the content teachers using the elements of the lesson planning template that our school provides that accounts for differentiation and modification for ELLs. Our ELLs are grouped together in smaller ELA classes along with non-ELL students. We offer multiple activities and projects to extend language acquisition in all four modalities. The ENL teacher works with the ELLs to target specific language acquisition learning objectives in addition to the content. We simultaneously work with students on developing their BIC skills and CAL proficiencies. The ENL teacher also assists in preparing lesson plans and modifying the curriculum to address the learning needs of our ELLs. The ELA and ENL teachers in 11th, and some 12th, grade ELA courses work together to prepare both the ELLs and non-ELLs for the Regents Exam in January 2023. We collaboratively develop and deliver an inquiry-based curriculum that engages all students in meaningful, effective ways. ELLs are given opportunities to write in a variety of genres and to develop literary analysis skills. The ENL teacher supports the ELA teacher in modifying instruction, materials and assessment to better fit the needs of ELLs. The ENL teacher supports and works with the ELLs to build language acquisition and proficiency across all modalities as well as content comprehension and literacy skills. In our instructional model (co-teaching), the ENL teacher and content area teachers frequently use the following instructional methods to make content comprehensible and accessible to ELLs:</p> <ul style="list-style-type: none"> • Communicate learning objectives and agenda to students clearly and visually. • Make texts, handouts and visuals accessible to all students without "watering down" the content. • Use graphic organizers and schematic visuals to help students understand both the parts of and whole concept. • Use guided notes and pre-prepared outlines to help students take notes in an organized manner. • Emphasize annotating (highlighting, underlining, taking marginal notes, asking questions, etc.) as a reading comprehension strategy across all content areas. • Supplement lessons with hands-on manipulatives, realia, multimedia (film clips, songs, etc.), visuals (pictures, charts, overheads, maps, timelines, etc.), step-by-step demonstrations, and related materials to make lessons clear and meaningful. • Make connections to students' prior knowledge and past experience to new concepts and content. • Review and contextualize key vocabulary terms that are critical to understanding the lesson's and unit's concepts. • Use cloze sentences to teach and review vocabulary in context. • Use multiple modalities to expose students to new terminology and to increase retention. • Encourage students to self-select vocabulary words to look up and learn in their own writing. • Build content-specific word walls to display and revisit key vocabulary words throughout units. • Present visual representations of vocabulary for students to associate meaning with the words. • Use speech that is appropriate to the students' proficiency level and model correct English. • Present instructions visually and orally in an organized, step-by-step manner. • Demonstrate correct use of the language via think-aloud and read-aloud instructional methods. • Use scaffolding techniques throughout the lesson • Use a variety of grouping structures to encourage peer-to-peer interaction and cooperation (whole class, small group, and partnering). • Use a variety of question types to promote students asking a variety of questions. • Use a variety of instructional strategies to present content in new and engaging ways. • Encourage cooperative learning activities and opportunities for students to work together. • Give students frequent opportunities to practice reading comprehension and learning strategies. • Give students frequent opportunities to apply knowledge in order to master content concepts and language skills. • Give students regular feedback to students to clarify, discuss, and correct responses. • Integrate all language modalities and learning styles into lesson plans on a regular basis. • Develop unit and lesson plans that engage students in a meaningful, effect way. • Differentiate instruction and assessment based on student abilities. • Review key concepts during and at the end of lesson and check for learning informally and formally. • Provide students with multiple assessments – informal, formal and authentic – to demonstrate mastery of the content objectives.
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<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The instructional strategies and materials that the teachers of ELLs use are often teacher crafted or sometimes inspired by EngageNY or New Visions curriculum. Differentiated and scaffolded materials are created keeping age, grade level, and ability in mind, while also aligning to the Next Generation Learning Standards. These materials and strategies include chunked and/or leveled readings, guiding questions, additional spotlighting of vocabulary and key terms, visuals, use of technology (Nearpod, Flipgrid, Padlet), and use of glossaries. Additionally, ELLs with IEPs are in co-taught ENL/ELA and/or integrated ENL/History classes to provide access to both content and language development. Beyond this, pull-out instruction is provided by an ELL teacher on an as-needed basis for additional support. Students also have a wide range of choices for how to complete assignments and assessments (different platforms and modes).</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>ELLs with IEPs are programmed in order to meet their minutes for both their Special Education and ELL services. ELA courses are co-taught by an ENL teacher and Special Education teacher in 11th grade, as this is the year in which students take the English regents. All other English courses have an ENL co-teacher and also a Special Education co-teacher and this allows ELLs with IEPs to work on their literacy and language skills with support from a content teacher and a specialist. History courses have an ELL section with an ENL teacher that supports students in reaching their language and IEP goals. Entering and Emerging level students also have a standalone ENL course in which they work on language skills and other academic skills. Flexible programming is used to maximize the time our ELLs with IEPs spend with their general education peers. The ENL Coordinator and the Special Education Liaison meet in order to determine which ELLs with IEPs are able to be in ICT classes based on their needs as ELLs and as noted in their IEPs.</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>In order to assess the early literacy skills of our ELLs we use teacher-created formative assessments and data from the NYSESLAT, when available, and the NYSITELL for newly identified ELLs. Looking at the writing samples allow us to determine the level and complexity of the writing skills for each ELL student, as well as identify areas of improvement in vocabulary, grammar, sentence structure, and complexity. Reading comprehension information gives us an idea of the comprehension abilities of our ELLs, and data from the speaking and listening portions of the assessments illustrate the capacity of each student in those areas. Overall, the data demonstrate that our ELLs are stronger in speaking and listening, and struggle more in writing and reading. This data is used in instructional planning to drive areas of focus and intervention in ENL and content classes, as the areas of weakness of our ELLs generally coincide with the difficulties of many of our struggling non-ELL students.</p>
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<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>All ELLs are programmed in an ELA and history class co-taught by either an ENL or Special Education teacher. This allows for targeted instruction in language and literacy in the classroom and also a focus on Special Education needs. Currently, our lowest level ELLs are in a standalone ENL class that meets 4 times per week to work on all modalities, as well as vocabulary and comprehension. Additional ELL support needed in math and science comes from non-ENL co-teachers (Special Education certified) who provide verbal and written home language support in Spanish, which is the language of the overwhelming majority of our ELL students. Intervention services are most often offered in English. All ENL teachers also speak Spanish and can provide oral and written home language support to our Spanish-speaking ELLs. The other home language of our ELLs is French, and we have staff on-site who are able to do oral and written translation as needed for students.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>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>In order to assess the early literacy skills of our ELLs we use teacher-created formative assessments and data from the NYSESLAT, when available, and the NYSITELL for newly identified ELLs. Looking at the writing samples allow us to determine the level and complexity of the writing skills for each ELL student, as well as identify areas of improvement in vocabulary, grammar, sentence structure, and complexity. Reading comprehension information gives us an idea of the comprehension abilities of our ELLs, and data from the speaking and listening portions of the assessments illustrate the capacity of each student in those areas. Overall, the data demonstrate that our ELLs are stronger in speaking and listening, and struggle more in writing and reading. This data is used in instructional planning to drive areas of focus and intervention in ENL and content classes, as the areas of weakness of our ELLs generally coincide with the difficulties of many of our struggling non-ELL students.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>For the overwhelming majority of our ELLs, Spanish is their home language. Evaluating students in Spanish throughout the year can be done by ENL teachers and also through taking the NYS Regents Examinations in Spanish, depending on the content of the test. This allows us to see the content skills of the students, as separate from their language abilities. For students who speak other home languages, additional translations of the Regents Examinations are available, depending on the test. For our non-Spanish-speaking ELLs, testing in the home language can be done through translated curricular support materials and using the Translation and Interpretation Unit services.</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 our programs for ELLs by looking at data - such as NYSESLAT scores, graduation rates, college acceptance rates, Regents Scores (particularly in ELA and Math), report card grades, and student and teacher interviews. The ELL Data Assessment Tool (EDAT) also offers information about students. Using all of these elements allows us to get a detailed picture of how our ELLs are performing, how they feel about their performance and support, how their teachers feel, and also how our programs are meeting the needs of our students. We also use the data from each of the end of unit summative assessments in each course to determine progress and areas of need. Once summative data has been gathered, the ENL Team reviews the data and modifies or differentiates instruction to meet student needs. The team also supports classroom teachers in modifying their instruction to meet the diverse needs of our ENL population. On a larger scale, the data is used by the ILT to inform our school-wide areas of growth and improvement.</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 are co-located with two other schools. We coordinate during NYSESLAT testing to use our shared library space to ensure that all ELLs have a quiet and uninterrupted exam administration. If needed, we coordinate with the schools to proctor and score the NYSESLAT as well, but we generally proctor and score on our own. Our ENL Coordinator, Lauren Cunningham, creates the speaking administration schedule, conducts the training and norming for the other ENL teachers who are administering the assessment, and tracks the scores and completion. Our ENL Coordinator also creates the schedule for proctoring the sessions of listening, reading, and writing, and conducts training and norming for scoring the writing for those as well. In addition to our ENL Coordinator, two ENL teachers, Allye McDaniel and Karen Aquino, administer the speaking exam and score the writing exam. Our ELLs and former ELLs are able to receive their mandated services during the testing period since only 1 of our ENL teachers is proctoring the exams. This ensures that services continue for the duration of the testing window.</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>As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Specifically, for our ELLs with IEPs, the ENL teachers collaborate with the Special Education teacher in the course to ensure the instruction aligns to the IEP goals of the student for the appropriate course. Differentiating for these subgroups is the core foundation of our work as ENL teachers.</p>
<p>b. SIFE</p>	<p>As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Differentiating for these subgroups is the core foundation of our work as ENL teachers. We further ensure that our SIFE have access to and engage with grade level content through content and ENL teachers planning together to bolster the specific skills needed by our SIFE and supporting the acquisition of any missing foundational skills or habits.</p>
<p>c. Newcomer</p>	<p>As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Differentiating for these subgroups is the core foundation of our work as ENL teachers. We further ensure that our Newcomer ELLs have access to and engage with grade level content through content and ENL teachers planning together to develop the basic communication skills of the students so that they are integrated into our learning community and feel supported as they acquire new language skills.</p>
<p>d. Developing</p>	<p>As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Differentiating for these subgroups is the core foundation of our work as ENL teachers. We further ensure that our developing ELLs have access to and engage with grade level content through content and ENL teachers planning together to develop the interpersonal and also academic communication skills of the students so that they are integrated into our learning community socially and academically as they further their language development.</p>
<p>e. Long Term</p>	<p>As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Differentiating for these subgroups is the core foundation of our work as ENL teachers. We further ensure that our long term ELLs have access to and engage with grade level content through content and ENL teachers planning together to refine the academic language skills of the students so that they are able to continue their growth in language development and move out of the ENL program.</p>

f. Former ELLs up to two years after exiting ELL status	As with instruction for all of our students, our school ensures that the services and resources we provided are developmentally and academically appropriate for our students, including our ELLs. Curricular materials and resources often come with grade bands, lexile levels, and/or suggested ages, which can be used to help gauge at which grade levels and for what ages to use the materials. All of our teachers work in some capacity with an ENL teacher so we can ensure that ELLs with IEPs, SIFE, newcomer ELLs, developing ELLs, long term ELLs and former ELLs all have access to and can engage with grade-level content. Differentiating for these subgroups is the core foundation of our work as ENL teachers.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	We have only ENL at our school. Home language support is delivered as needed based on the language level of the student. All ELL students are provided with dictionaries in classrooms to aid in vocabulary understanding and acquisition. Content-area glossaries are provided for ELLs to use during their classes and also on assessments (including NYS Regents Exams) for one-to-one word translations into their home language. Beyond vocabulary support, we provide visual support as often as possible in materials given to students and posted in classrooms. Technological supports are also provided to our ELLs as we have many laptops and iPads available for a variety of needs, such as translation of words or looking up background information. We provide peer support to our ELLs through strategic grouping for classes and table groups within those classes. New ELL students are also paired with a student buddy to support the transition to a new school environment. Home language support can be delivered orally and in writing by on-site Spanish and French-speaking staff members. Other home language support can be delivered via written curricular support materials and supplements and use of the Translation and Interpretation Unit, if necessary. Students are also provided with many online resources, such as websites to reference or to use to complete assessments (FlipGrid, Padlet, EdPuzzle, Duolingo), as well as teachers using technology platforms and extensions to modify learning (Nearpod, Google Slides/Forms, Google Classroom, Google Meets/Zoom). These resources make learning accessible to all learners in any environment. These assessments can be done in home languages (spoken and written).
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?	The language option in our school for all students is French.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	Since essentially all teachers at the school teach ELLs in some capacity, professional development plans include starting the year by reviewing ELL data - names, numbers, skills, previous NYSESLAT scores, home languages, strengths and weaknesses of students based on prior experience teaching them; then continuing throughout the year with sessions about best practices and strategies for teaching ELLs and ELLs with special needs. ELL certified teachers will receive a larger amount of professional development in these areas. Many of these opportunities are through NYS TESOL, NYC DOE, and New Visions. These sessions focus on the academic needs as well as social-emotional needs of students so that teachers and staff are able to support students' growth in all areas, especially those of ELLs and students with IEPs. Every Wednesday afternoon teachers break into groups and ELL teachers have time to work with both other ELL teachers and also their specific content-area co-teachers to create supports for ELL students and discuss content and language progress. Also during this time, the ENL department meets to discuss student progress, review anecdotal and assessment data, and devise supports for our students and strategies for the teachers in our school. Outside professional development is also used to support our ELL staff. ELL staff can then provide ongoing professional development for content-area teachers on staff. There is an ELL-specific professional development portion during our new teacher orientation and training in August before the start of the year, which takes place over 3 full days. We have a focus for our entire staff on aligning our instruction and instructional planning to the Next Generation Learning Standards, which includes a focus on differentiation for our ELL students by our ELL teachers.
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).	In order to follow the regulations of CR Part 154, ENL certified teachers must receive 50% of professional development aligned to ELL teaching, with the remainder of the staff receiving 15% of their professional development around ELL data, strategy, and instruction. Our professional development plans include starting the year by reviewing ELL data, as mentioned above, and then continuing throughout the year with sessions about best practices and strategies for teaching ELLs and ELLs with special needs. ELL certified teachers will receive a 50% of their professional development in these areas (through some on-site and a majority of outside professional development). Records of the professional development are kept by the ENL Coordinator and the Professional Development Team at our school site. This includes tracking meetings and keeping agendas from each session online in a Google Document.

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>ELL parents are invited to all activities along with the non-ELL parents at our school, with appropriate documents being sent home in the preferred home language (such as Peer Group Connection mentoring program Family Night, Family Dinner for our seniors and their families, College and financial aid information night) by our school's Parent Coordinator. Our Parent Coordinator speaks both English and Spanish, allowing her to communicate effectively with almost all of our families, and those couple that speak French can be communicated with by other staff members on-site. It is explained to all parents during our ELL orientation and conferences that they are welcome in the school at any time and may help out with events and trips if they so choose. Translation services are available for any parents who might need them through on-site translation (into Spanish or French) and over-the-phone translation into any other home languages in our school provided by the Translation and Interpretation Unit.</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>The school provides annual individual meetings with parents and families of ELLs at our annual ELL Conferences. If families cannot attend the conference, alternate plans are made for a face-to-face or phone conference. Translation is available on-site for Spanish and French-speaking families, which covers all our current languages other than English preferred by our families. Any additional languages needed are interpreted using the Translation and Interpretation Unit's over-the-phone interpretation services.</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>N/A</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>When parents come to the school with newly enrolled students, ELLs included, they are given information about our school, our programs, and the services available to our student populations and groups (ELLs, students with IEPs) by our Parent Coordinator and office staff. For new ELLs who enroll during the year, the same happens. Orientation sessions are conducted for any new ELL family once they join our school community. These sessions are conducted by our ENL Coordinator and our Parent Coordinator. Our ENL teachers and ENL Coordinator have individual meetings with each ELL student throughout the year to check in on progress, notify them of NYSESLAT scores from the previous year and upcoming testing later in the year, among other things. This is especially important for those ELLs that are newly enrolled. All of our incoming 9th graders are in a class called College and Careers Exploration that helps them get ready for high school and college and, hopefully, eases the transition from middle school into high school. Through that, all students, ELLs included, have a teacher that they know they can go to with any difficulties, whether academic or personal. We also have a program called Peer Group Connection (PGC) run by staff and students. PGC is a program in which upperclassmen mentor underclassmen, also allowing students support in their transition. Additionally, there is an after-school program for ELLs that offers support, especially for those who are newly enrolled. These things create a very supportive environment. All ELLs have access to all school programs, the same as any other student. Where the level of language is an impediment, there are supports in place - including staff who speak the home languages of all of our ELLs, Spanish and French, and also many students who speak other languages, that help include and support our ELL students in all school programs. As mentioned we also have an after-school program for our ELL students, open to all ELLs.</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 identification team consists of our ENL Coordinator/ENL teacher, Lauren Cunningham, two certified ENL teachers, Allye McDaniel and Karen Aquino, and our Parent Coordinator, Gicary Peguero. When a new student comes into the building, they are met by our Parent Coordinator. Our Parent Coordinator is trained in the intake and interview process and will speak briefly with the family, make an initial determination, and then contact our ENL Coordinator to do an interview. In the interview, our ENL Coordinator speaks with the family about language, schooling, our programs and supports, and answers any questions they may have. The Home Language Information Survey is also completed at this time. If interpretation into a language not spoken on site is needed, we use the Translation and Interpretation Unit's over-the-phone interpreters to communicate with the family in their native language. After the interview and HLIS, the ENL Coordinator determines eligibility for the NYSESLAT. If the student is eligible, a letter is generated for the family to explain the process. Next, the ENL Coordinator or an ENL teacher administers the NYSITELL and then later the Spanish LAB if that is needed. A determination of SIFE status is also made using the assessment and interview, which is done by an ENL teacher. When the NYSITELL scores are available the ENL Coordinator informs the family of the ELL status, eligible or not, and the level if eligible, and then helps the family with their program selection and paperwork during their family orientation. Orientation is often done individually, but sometimes in groups if many students enroll at once. Once the program is selected and entered into ATS and families are informed of their right to re-identification, all important documents from the process are maintained in the students' cumulative file. The intake process follows the ELL identification guidelines steps and is reviewed each year with all involved staff. The same process is used over the summer if there is an enrollment during that time.</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
Lauren	Cunningham	ENL Coordinator, ENL Teacher, Language Access Coordinator	2016	Yes	Lauren Cunningham

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	339	62.09	337	61.72
Spanish	200	36.63	201	38.61
French	3	0.55	3	0.55
Fulani	1	0.18	1	0.18
Mandinka	1	0.18	1	0.18
Mossi	1	0.18	1	0.18
Soninke	1	0.18	2	0.37
Twi	0	0	1	0.18

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	30	40
French	3	3
Italian	2	2
Twi	2	2
Mandarin	1	1
Bengali	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>The ELL Coordinator, Lauren Cunningham, examined the Home Language Identification Surveys, ATS information (RAPL & RCPL reports), and Emergency Contact cards in order to find the preferred language of the families at our school. Additionally, she followed up with the students and parents whose home language is not English or Spanish to assess what kind of translation and interpretation services would be needed. Our Parent Coordinator, who speaks both English and Spanish, also assists in contacting families and providing both oral and written translation into Spanish. When we have new students enroll, we also use their HLIS and Emergency Contact card in order to find the home language and preferred language of contact (both spoken and written) of any new families. If a family member or guardian enters the school but cannot communicate in English, School Safety at our entryway and staff in our main office have copies of the cards and brochures provided in the Language Access Coordinator kit that allow the person to point to the language they speak. If it is not one of the languages spoken on site (English, Spanish, French, Italian, Twi, Mandarin, Bengali), the over the phone interpretation is used for immediate communication needs.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.

Uniform and behavior expectation policy, a school calendar, and the first parent-teacher conference notice	September	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
After school program information, testing dates and the January Regents examination schedule	October	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Peer Group Connection (mentoring program that pairs upperclassmen with freshman and sophomore students) Family Night	October	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Mock Regents and midterm examination information, Saturday School notice and schedule, and yearly Family Dinner invitation	November	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
January Regents information	December	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
NYSESLAT testing information and schedule	February	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
SAT School Day (PSAT & SAT testing) schedule and letter to parents	February	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Information about final examinations, June Regents, graduation and Saturday school.	May	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Freshman Orientation Flyer for June event	May	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
ELL Conference (individual conferences for families of ELLs) flyer	May	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.

Information about IEP meetings will be sent home throughout the year, as mandated by the Special Education case worker assigned to each ELL student with special needs.	Ongoing throughout the year	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
College and financial aid information night presented by our College Office	January	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Parent-Teacher conference notices	included in monthly mailer prior to conference	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.
Monthly Calendar	monthly - included in monthly mailer	As these are documents we use year after year, they have been previously translated. Any new language translations needed (aside from Spanish and French, which are on site) are submitted to the Translation & Interpretation Unit as soon as a new preferred language is documented. These documents are sent home as part of our monthly mailer, which aggregates and mails home important documents and notices for each month of the school year. If there are any non-covered languages requested, we contact a translation service to contract the translation of the necessary documents.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-Teacher Conferences (4)	September, November, March, May	As this is a yearly event, our plan remains the same each year -- to ensure that there are interpreters present, bilingual staff are assigned to parents as necessary. Bilingual teachers conduct many of their conferences in a language other than English. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali), the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event. This event may be remote in future, and if it is, interpretation can be provided in the same ways listed above as well as video conferencing through a DOE vendor.
IEP Meetings	Ongoing	As this is a constantly occurring event, our plan remains the same -- to ensure that there are interpreters present, bilingual staff are assigned to meetings as necessary. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali) , the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event.
PGC Family Night	October	As this is a yearly event, our plan remains the same -- to ensure that there are interpreters present, bilingual staff are assigned to parents as necessary. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali) , the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event. Additionally, portions of the event are translated into Spanish, as that is the overwhelmingly preferred language after English in our community.
Family Dinner	December	As this is a yearly event, our plan remains the same -- to ensure that there are interpreters present, bilingual staff are assigned to parents as necessary. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali) , the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event. Additionally, portions of the event are translated into Spanish, as that is the overwhelmingly preferred language after English in our community.
College Info Night	January	As this is a yearly event, our plan remains the same -- to ensure that there are interpreters present, bilingual staff are assigned to parents as necessary. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali) , the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event. Additionally, portions of the event are translated into Spanish, as that is the overwhelmingly preferred language after English in our community. Since there are formal presentations, parents/families are grouped by language and given presentations in their preferred language. This event may be remote in future, and if it is, interpretation can be provided in the same ways listed above as well as video conferencing through a DOE vendor.
ELL Conference	May	As this is a yearly event, our plan remains the same -- to ensure that there are interpreters present, bilingual staff are assigned to parents as necessary. If there is a parent or family member that needs interpretation in a language we do not have in house (outside of English, Spanish, French, Twi, Italian, Bengali) , the over the phone interpretation can be used for in the moment translation, or if known in advance that the attendee needs a specific language, the school can contract an interpreter to be on-site for the event. Additionally, portions of the event are translated into Spanish, as that is the overwhelmingly preferred language after English in our community. Since there are formal presentations, parents/families are grouped by language and given presentations in their preferred language. This event may be remote in future, and if it is, interpretation can be provided in the same ways listed above as well as video conferencing through a DOE vendor.
Graduation	June	Portions of the event are translated into Spanish, as that is the overwhelmingly preferred language after English in our community. This event may be remote in future, and if it is, interpretation can be provided in the same ways listed above as well as video conferencing through a DOE vendor.

<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>Our school has many Spanish-speaking staff members who can contact parents and families at any time. Additionally, we also have multiple French speakers, Italian speakers, two Twi speakers, and one Bengali speaker on-site who can easily communicate with families in the event of an emergency. If interpretation was needed for additional languages not spoken on site, we would use the over the phone interpretation service in order to get immediate language support in whatever language necessary. Beyond the human resources available, we also have a great deal of technology that can aid in communicating with LEP families. In the event of a school-wide emergency, we are also able to communicate quickly and effectively with families via the IO messenger and email functions in our online gradebook Skedula and using School Messenger service, in addition to use the staff members mentioned above. Both of these pieces of technology allow us to communicate in English and Spanish, and also a few other majority spoken languages, when sending messages to parents, guardians, and families. Messages can be individualized or sent to groups. Parents, guardians and families can also respond back in their native languages and IO messenger will translate the message into English automatically (as it translated the original message from English into their native language upon sending). Additionally, all staff members are equipped with the number for the over the phone interpretation line which can be used at any time to communicate with any language necessary.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Our communication strategy for a student-specific event is the same as listed above for an emergency. In addition, we would use the different contacts for the student as needed until we were able to get in contact with a family member who could assist with the situation.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent has an emergency and needs to contact the school, they may call the school and speak in English, Spanish, or any of our other on-site languages, to a staff member. If they speak a different language we would follow the same protocol to contact an over-the-phone interpreter who could conference in to the call. IO Messenger can also be used through our online gradebook, as well as texting or calling any teaching that the parent may have contact information for.</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	Emailed to staff at start of year
Over-the-Phone Interpretation Desk Aid	Given to school safety and our staff at our first staff meeting of the year
Language Access Handbook	Emailed to staff at start of year
T&I Unit InfoHub Link	Emailed to staff at start of year
Contact and use information for the over-the-phone interpretation vendor	Emailed to staff at start of year

<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>It is important for all students and families to be heard and supported. In an effort to ensure that this happens, our school ensures that all staff members are aware of how to use the translation and over-the-phone interpretation services provided by the DOE through dissemination of resources via email and in person, including an all-staff meeting at the start of the year that outlines the procedures for using the services. An email is sent out at the start of the year with the resources needed for all staff members to be able to use these services. This includes links to the translation and interpretation services unit website, steps for contacting interpreters over-the-phone, and steps for securing translated documents (from staff members, the DOE website, or the translation and interpretation services unit). This also includes a list of staff members who speak languages other than English, so that staff are aware of who can help with translation and interpretation on site. All staff members also receive a copy of the "I Speak" card for use during face-to-face parent interactions. During our all-staff meeting materials are distributed outlining the procedures for using the services and also for getting help at the school level when needed (asking the LAC for assistance). A demonstration video that outlines the steps for using the over-the-phone services will be played, and the procedure to follow for getting a document translated in-house or by the translation and interpretation services unit, as well as securing a translator in-house will be role played so staff members are clear on what to do. Our Language Access Coordinator attends the necessary trainings in order to stay up to date on resources available and procedures to use to support staff and families.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>The Welcome Poster is prominently displayed in our main office, along with a copy of the Language ID Guide from the first day of school. A copy of the Language ID Guide is located at the security desk in the building on or before the first day of school. The LAC will review the use of the guide each year with main office staff and the security personnel to ensure understanding and proper usage. Copies of the Parents' Bill of Rights and the Parents' Guide to Language Access are given out during our first parent-teacher conferences and at our annual ELL Conference (for parents of ELLs). Additional copies are sent home to families unable to attend the conferences. Both are available in English, Spanish, and French, which covers all the languages necessary at this time to communicate with our families. Copies of the documents with the appropriate home language are sent home to the families in preferred languages of written communication.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>During our parent-teacher conferences, families have the opportunity to speak on-site with our staff (in English, Spanish, Italian, French, Mandarin, Bengali, or Twi) about their experiences with translation and interpretation at our school. During our annual ELL Conference, parents of ELLs have the same opportunity. Surveys are sent home to gauge family experiences and Mott Hall also has focus groups that allow for families to comment on their experience with various aspects and elements of our school. Translators are available at the focus groups to give families the opportunity to fully share their ideas, feelings, and experiences.</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>Once we gather this information, we use it to make decisions and improvements regarding our language access supports. Our recent feedback has been around having more constant communication about academic progress, so we have increased our efforts to have teachers and staff communicate more using the over the phone interpretation services in order to update families in real time on student progress.</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:	Mott Hall Bronx High School
DBN:	09X252
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:	41
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	1
Describe the direct instruction supplemental program here and include the <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>Mott Hall offers an after school program to support the needs of our ELLs. In reviewing our data, it became clear that most of our ELL students have low literacy skills across all content areas. Specifically, when looking at the NYSESLAT scores for our ELL population, we have an overwhelming majority of Expanding level students. Their reading scores are the lowest out of the modalities. Also, in speaking with the students and asking what they feel is difficult, most students respond saying that “reading is hard” and what’s what they wanted to work on most. Because of this, we designed an after school program to specifically target the needs of those ELL students through reading intervention. The teachers running this program are all certified ENL teachers. This program takes place on Mondays, Tuesdays and Thursdays after school from 3:30pm-4:30pm. The ELLs are broken up by NYSESLAT levels. The lower level group, made up of Entering, Emerging, Transitioning, and the lower Expanding students (a total of 15 students) meets on Tuesdays with our ELL Coordinator and certified ENL teacher, Lauren Cunningham. The first advanced group, made up of 14 Expanding students, meets on Mondays with another certified ENL teacher, Allye McDaniel. The second advanced group, made up of 12 Expanding students, meets on Thursdays with Karen Aquino. The majority of our ELL students are at the Expanding level (27 out of 41), so we are working on bolstering literacy skills to ensure that the students are continuing to grow and are moving towards proficiency. We have a total of 41 ELL students and we are hoping this program will engage 100% of the ELLs currently enrolled in our school. This after school program begins Monday, September 19th and runs until Tuesday, June 13th, for 90 sessions. The foundation of this support will be teacher-led intervention and instruction. As students work with their teachers, the teacher will monitor student progress. In an effort to best support our students, teachers in charge of the program will also communicate on a monthly basis with the students' other teachers so everyone is abreast of the students' progress. Attendance will be taken daily by the administrative assistant in charge of after school program attendance. Records are held in the main office and in a spreadsheet that tracks attendance in after school program. Parents are notified via a letter home that contains the schedule for the after school program options in both English and Spanish. Additionally, students are informed of the after school schedule and are encouraged to come on the day for their assigned group. The three ENL teachers are highly qualified in ENL. All teachers will be paid per session at the rate of \$60.65. Sixty percent of our allocated budget will go towards paying the per session rate of the three ENL teachers running the after school literacy support program. The language of instruction for all of these sessions is English, but students can have translation into Spanish or French when needed. Materials are teacher-created and include technological supports.</p>
Rationale	<p>Mott Hall offers an after school program to support the needs of our ELLs. In reviewing our data, it became clear that most of our ELL students have low literacy skills across all content areas. Specifically, when looking at the NYSESLAT scores for our ELL population, we have an overwhelming majority of Expanding level students. Their reading scores are the lowest out of the modalities. Also, in speaking with the students and asking what they feel is difficult, most students respond saying that “reading is hard” and what’s what they wanted to work on most. Because of this, we designed an after school program to specifically target the needs of those ELL students through reading intervention. The teachers running this program are all certified ENL teachers.</p>
Subgroups and grade levels of students to be served	<p>This program takes place on Mondays, Tuesdays and Thursdays after school from 3:30pm-4:30pm. The ELLs are broken up by NYSESLAT levels. The lower level group, made up of Entering, Emerging, Transitioning, and the lower Expanding students (a total of 15 students) meets on Tuesdays with our ELL Coordinator and certified ENL teacher, Lauren Cunningham. The first advanced group, made up of 14 Expanding students, meets on Mondays with another certified ENL teacher, Allye McDaniel. The second advanced group, made up of 12 Expanding students, meets on Thursdays with Karen Aquino. The majority of our ELL students are at the Expanding level (27 out of 41), so we are working on bolstering literacy skills to ensure that the students are continuing to grow and are moving towards proficiency. We have a total of 41 ELL students and we are hoping this program will engage 100% of the ELLs currently enrolled in our school.</p>

Schedule and duration	This after school program begins Monday, September 19th and runs until Tuesday, June 13th, for 90 sessions.
Language of instruction	The language of instruction for all of these sessions is English, but students can have translation into Spanish or French when needed.
Number and types of certified teachers	The three ENL teachers are highly qualified in ENL.
Types of materials	Materials are teacher-created and include technological supports.
Include any additional details here:	None.
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,10,11,12,9

PART C: PROFESSIONAL DEVELOPMENT

<p>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:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Mott Hall provides teacher run professional development sessions to prepare teachers for their intervention. Lauren Cunningham, a certified ENL teacher who is highly qualified, will facilitate the PD. She will go over best practices for English Language Learners. All staff members running the after school literary support program for ELLs will participate in these sessions. All staff in attendance and those running PD will be paid per session, at the rate of \$60.65. There will be 3 PD sessions. - The first, on Wednesday, September 28, 2022 from 4:00-5:00pm will focus on vocabulary development for ELLs and ELLs with disabilities. - The second, on Wednesday, October 12, 2022 from 4:00-5:00pm will focus on reading comprehension strategies for ELLs and ELLs with disabilities. - The third and final PD, on Wednesday, October 19, 2022 from 4:00-5:00pm will focus on additional comprehension strategies as well as ways for teachers to modify documents and make them more accessible for ELLs and ELLs with disabilities. The activities that support this program are the ELL Common Core Content Team meetings and the ELL Department meetings which occur weekly on Wednesdays, from 2:25-2:55pm. During these meetings the three ENL teachers in the after school program review data from the literacy program and plan interventions and supports based on this data. In addition, they also create interventions for other content teachers to implement based upon the students' strengths and areas for growth. Ten percent of our allocated budget will go towards paying the per session rate of the teacher facilitating and the two teachers attending the PD for the after school literacy support program. Attendance at all Professional Development sessions will be taken and maintained by the ELL Coordinator, Lauren Cunningham. This professional development will positively impact the progress of the ELLs at Mott Hall by providing teachers with specific strategies and methods of intervention to support our ELLs, especially those that struggle in reading.</p>
<p>Rationale</p>	<p>Mott Hall provides teacher run professional development sessions to prepare teachers for their intervention. Lauren Cunningham, a certified ENL teacher who is highly qualified, will facilitate the PD. She will go over best practices for English Language Learners.</p>
<p>Teachers to receive training</p>	<p>All staff members running the after school literary support program for ELLs will participate in these sessions.</p>
<p>Schedule and duration</p>	<p>There will be 3 PD sessions. - The first, on Wednesday, September 28, 2022 from 4:00-5:00pm will focus on vocabulary development for ELLs and ELLs with disabilities. - The second, on Wednesday, October 12, 2022 from 4:00-5:00pm will focus on reading comprehension strategies for ELLs and ELLs with disabilities. - The third and final PD, on Wednesday, October 19, 2022 from 4:00-5:00pm will focus on additional comprehension strategies as well as ways for teachers to modify documents and make them more accessible for ELLs and ELLs with disabilities.</p>
<p>Topics to be covered</p>	<p>There will be 3 PD sessions. - The first, on Wednesday, September 28, 2022 from 4:00-5:00pm will focus on vocabulary development for ELLs and ELLs with disabilities. - The second, on Wednesday, October 12, 2022 from 4:00-5:00pm will focus on reading comprehension strategies for ELLs and ELLs with disabilities. - The third and final PD, on Wednesday, October 19, 2022 from 4:00-5:00pm will focus on additional comprehension strategies as well as ways for teachers to modify documents and make them more accessible for ELLs and ELLs with disabilities.</p>
<p>Name of provider</p>	<p>Lauren Cunningham, a certified ENL teacher who is highly qualified, will facilitate the PD.</p>
<p>Include any additional details here:</p>	<p>None.</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>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:</p> <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 	<p>In addition to parental communication surrounding our ENL program, Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls, letters and flyers, in two languages, English and Spanish, and offers translation at all parent meetings. Documents are also translated into French as needed by our French-speaking certified ENL teacher. When necessary, for the few parents and families that speak languages other than Spanish or French at home Mott Hall makes use of the translation unit at the DOE and the over-the-phone services offered by the Language Line. We send home the NYSESLAT Parent Score reports in English and Spanish, and also French for the families of our French speaking ELL students. Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents, to involve them in the school. During Parent Teacher conferences we assign bilingual teachers who have volunteered to help translate to go around with parents and translate for them as they engage with teachers and staff. We annually host a family dinner, fundraising events, and grade specific meetings for parents, for which we translate all documents and flyers into Spanish and provide translators at the events, paid per session if they are outside of the school day. We have our Peer Group Connection (mentoring program that pairs upperclassmen with freshman and sophomore students) Family Night on a Tuesday during the second week in October from 6-8pm, to celebrate the work students have done and to show parents what the program is all about. The event is facilitated by our Peer Group Connection Coordinator, Karise Fyfield. Translation and the event is at no cost to Title III. On the first Thursday in November from 6-8pm we have a Family Dinner for the students and families of our seniors, along with our staff. The event is facilitated by teacher Rashida Heslop. Translation and the event is at no cost to Title III. We have a BuildOn celebration to recognize the community service contributions of our staff and students through our partnership with that program on a Wednesday during the last week in May from 4-6pm. The event is facilitated by BuildOn program associate Meira Keil. Translation and the event is at no cost to Title III. Our orientation for new freshman families occurs on a Monday in the first week in June from 5-7pm. The event is facilitated by Assistant Principal Stephanie Zaccardo. Translation and the event is at no cost to Title III. Our graduation happens on June 23, from 6-8pm. The event is facilitated by teacher Allye McDaniel. Translation and the event is at no cost to Title III. Mott Hall also runs regular focus groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is provided for these focus groups by the Parent Coordinator. Parents are regularly invited to all school assemblies and school events. If ELL parents attend these events, an ENL teacher is on hand to translate. These funds will not come out of our Title III money, but from our translation budget like those events previously mentioned, when the events occur outside the school day. A community circle for all parents and families, including ELL families, is scheduled for the first Monday in November from 8:30-9:30am. Since it is during the school day, ENL teachers are available to translate, but at no cost. In addition to our regular outreach to ELL parents, this year we are offering two sessions which communicate opportunities for students at Mott Hall and offer support for parents as they face the challenges of raising teenagers. The first session offered to parents is about Graduation Requirements and Transcript Review and is given by our Director of College Counseling, Yaresi Checo. The second session is about Financial Aid and the College Application Process and is also given by Yaresi Checo. These sessions will take place during Parent Teacher Conferences in November from 6-7pm. We will pay a certified ENL teacher per session (\$60.65) to stay for each event and reach out to ELL parents that attend. Again, this will not come out of Title III funds. The funds will come from our translation budget. All of the documents, including invitations, announcements, flyers and notices, are sent home in parents' preferred languages, but always in both English and Spanish. Sending home notices in English and Spanish makes documents available in the overwhelmingly preferred languages of our parents, guardians and families.</p>
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<p>Rationale</p>	<p>In addition to parental communication surrounding our ENL program, Mott Hall works to involve parents in all aspects of school life. Mott Hall sends home all communication, including phone calls, letters and flyers, in two languages, English and Spanish, and offers translation at all parent meetings. Documents are also translated into French as needed by our French-speaking certified ENL teacher. When necessary, for the few parents and families that speak languages other than Spanish or French at home Mott Hall makes use of the translation unit at the DOE and the over-the-phone services offered by the Language Line. We send home the NYSESLAT Parent Score reports in English and Spanish, and also French for the families of our French speaking ELL students. Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents, to involve them in the school.</p>
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Schedule and duration	<p>Our parent coordinator speaks English and Spanish and works closely with all parents, including ELL parents, to involve them in the school. During Parent Teacher conferences we assign bilingual teachers who have volunteered to help translate to go around with parents and translate for them as they engage with teachers and staff. We annually host a family dinner, fundraising events, and grade specific meetings for parents, for which we translate all documents and flyers into Spanish and provide translators at the events, paid per session if they are outside of the school day. We have our Peer Group Connection (mentoring program that pairs upperclassmen with freshman and sophomore students) Family Night on a Tuesday during the second week in October from 6-8pm, to celebrate the work students have done and to show parents what the program is all about. The event is facilitated by our Peer Group Connection Coordinator, Karise Fyfield. Translation and the event is at no cost to Title III. On the first Thursday in November from 6-8pm we have a Family Dinner for the students and families of our seniors, along with our staff. The event is facilitated by teacher Rashida Heslop. Translation and the event is at no cost to Title III. We have a BuildOn celebration to recognize the community service contributions of our staff and students through our partnership with that program on a Wednesday during the last week in May from 4-6pm. The event is facilitated by BuildOn program associate Meira Keil. Translation and the event is at no cost to Title III. Our orientation for new freshman families occurs on a Monday in the first week in June from 5-7pm. The event is facilitated by Assistant Principal Stephanie Zaccardo. Translation and the event is at no cost to Title III. Our graduation happens on June 23, from 6-8pm. The event is facilitated by teacher Allye McDaniel. Translation and the event is at no cost to Title III. Mott Hall also runs regular focus groups to evaluate the needs of and get feedback from parents as we work toward continual school improvement. Translation is provided for these focus groups by the Parent Coordinator. Parents are regularly invited to all school assemblies and school events. If ELL parents attend these events, an ENL teacher is on hand to translate. These funds will not come out of our Title III money, but from our translation budget like those events previously mentioned, when the events occur outside the school day. A community circle for all parents and families, including ELL families, is scheduled for the first Monday in November from 8:30-9:30am. Since it is during the school day, ENL teachers are available to translate, but at no cost. In addition to our regular outreach to ELL parents, this year we are offering two sessions which communicate opportunities for students at Mott Hall and offer support for parents as they face the challenges of raising teenagers. The first session offered to parents is about Graduation Requirements and Transcript Review and is given by our Director of College Counseling, Yaresi Checo. The second session is about Financial Aid and the College Application Process and is also given by Yaresi Checo. These sessions will take place during Parent Teacher Conferences in November from 6-7pm.</p>
Topics to be covered	See above in schedule and duration.
Name of provider	Events and services are provided by school staff.
How parents will be notified of these activities	All of the documents, including invitations, announcements, flyers and notices, are sent home in parents' preferred languages, but always in both English and Spanish. Sending home notices in English and Spanish makes documents available in the overwhelmingly preferred languages of our parents, guardians and families.
Include any additional details here:	None.

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.
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
n/a	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
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Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

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

Explanation/Background

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

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

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

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

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 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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

- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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