2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	12X267
School Name	Bronx Latin
Principal	Annette Fiorentino

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

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

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Bronx Latin

District Borough Number (DBN):	12x267

Grades Served:	6- 12

School Address:	800 Home Street, Bronx, NY 10456

Phone Number:	718-991-6349

Fax:	718-991-6627

School Contact Person:	Anna Nelson

School Contact Person Email Address:	anelson@bronxlatin.com

Principal:	Annette Fiorentino

United Federation of Teachers (UFT) Chapter Leader:	Taina Benjamin

Parents' Association President:	Gretchen Soto

SLT Chairperson:	Anna Nelson

Title I Parent Advisory Council Chairperson (PAC):	Gretchen Soto

Student Representative(s) Middle /High School:	Gabriel Fortuna

Student Representative(s) Middle /High School:	Joseph Torres

Community Based Organization (CBO) Representative:	Angelique Figeuroa

School-Based Students in Temporary Housing (STH) Liaison:	Cynthia Klebon

District Information

Geographic District:	12

Superintendent:	Richard CIntron

Superintendent's Office Address:	335 Adams St. Brooklyn, NY 11201

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

Phone Number:	718-923-5124

Fax:	718-923-5145

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
Annette Florentino	*Principal or Designee	
Taina Benjamin	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Jeanne Guzman	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Iris Rosso	District Council 37 (DC 37) Representative (staff), if applicable	
Merlene Crews	Title I Parent Advisory Council Chairperson (or alternate)	
Gabriel Fortuna	Student Representative (Required for high schools)	
Joseph Torress	Student Representative (Required for high schools)	
Janelle McLeod	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Anna Nelson	Assistant Principal	
Sonia Almestica	Parent	
Neozotis DeJesus	Parent	
Mariangie Cantos	Parent	
Katelin Victorio	Parent	
	Staff or Parent	
	Staff or Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Rosanna Castro	Stakeholder/ New Visions	
	Position / Constituent Group	
	Position / Constituent Group	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	The Bronx Latin School is a college preparatory school for students in grades 6 through 12. We offer a rigorous program of arts and sciences and encourage serious scholarship, independent thought, and clarity of expression. We work to inspire students to achieve their personal best through collaboration, inclusion, and goal-setting in a supportive environment of high expectations. We believe every child has the right to an exemplary education. We strive to empower our students to thrive in and graduate from college and positively impact their communities.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	The Bronx Latin School is located in District 12 in the South Bronx, NY. It is a New York City unscreened public school enrolling approximately 558 students in grades 6-12. Our student body has approximately 94% that qualify for free/reduced lunch. Our student population is approximately 75% Latinx and 25% Black. The student body is approximately 51% female and 49% male. We have approximately 30% special education students and 17% ENL students. We offer a challenging, college preparatory curriculum that is highly student centered to meet the needs of the overall population. We strive to create students who can successfully work in a collaborative setting where they refine their communication skills and apply their academic skills to real world problems. Bronx Latin is open to all students of all academic abilities. Bronx Latin is located in the poorest Congressional district in the Bronx (Morrisania). Bronx Latin's students are often the first in their families to graduate from high school and attend college. While some students live in the local Morrisania neighborhood, other members of our student body travel from other Bronx communities and districts. Bronx Latin partnerships include: New Visions for Public Schools, Lehman College, The CollegeBound Initiative, Hayden Foundation, QUEST to Learn, West Point, Inwood House, Fair Shake for Youth, Civics for All, iCivics, Teach for America, Carey Leeds Center. Our school-wide focus on student discussion, student collaboration, application of higher order thinking skills, and use of technology helps us prepare our students for college and career. Implementation of our core beliefs across grades 6-12 leads to coherence in instruction and guides teachers in planning collaboratively utilizing and adapting Next Generation aligned curricula for all students, including ELLs and SWDs. Teachers use varied data sources to provide multiple access points, to differentiate instruction, and to prepare all students for college level coursework. Through our continued collaborative work with New Visions for Public Schools (NVPS), school curricula is deeply rooted in the Next Generation standards. Teachers work onsite with instructional specialists and attend content specific professional development sessions to support ongoing curriculum development. The focus of this work is to assist teachers in refining instruction to ensure that learning tasks are rigorous across all grades and subjects, and customized to meet the needs of our population. A lesson study protocol is in place for teacher teams to conduct inquiry work, to explore lessons, analyze the resulting student work and to inform changes to instructional strategies. This practice has been in place since the founding of Bronx Latin and continues to be an integral part of the school's job-embedded professional development.

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	6-8	Common Lit	
Math	6-7	Engage NY	
ELA	9-12	New Visions for Public Schools English Curriculum	
Math	8-12	New Visions for Public Schools Math Curriculum	

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 ELEMENTARY/MIDDLE 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)
Supporting students with disabilities not on grade level in ELA and need additional literacy supports	New Visions Portal - Elementary school state testing data. MAP growth diagnostic assessment in ELA to assess literacy levels	Students need additional academic supports and structures which they may not have received during remote instruction in the 2019-20 and 2020-21 school years.
Supporting ENL students not on grade level in math	New Visions Portal - Elementary school state testing data. MAP growth diagnostic assessment in ELA to assess literacy levels	Students need additional academic and language supports which they may not have received during remote instruction in the 2019-20 and 2020-21 school years.
Supporting general education students entering the school year without accurate data from previous for teachers to analyze - teachers needing to start from scratch to assess students needs for 2021-22	New Visions Portal - Elementary school state testing data. MAP growth diagnostic assessment in ELA to assess literacy levels	Due to COVID and the lack of state testing, there will not be accurate data on student levels.

Elementary/Middle 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	40	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 40 to 45, as measured by NYS ELA Exam Results levels 2-4.
Students with Disabilities	10	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 5%, from 10 to 15, as measured by NYS ELA Exams levels 2-4.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/8/2022			
NYS ELA Exam Results	Students achieving at Levels 2 - 4	Approximately 35% of students in the Level 2 - 4 range	Approximately 40% of students in the Level 2 - 4 range	Approximately 50% of students in the Level 2 - 4 range	50% of students in the Level 2 - 4 range
NYS ELA Exam Results	Students achieving at Levels 2 - 4	Approximately 5% of students in the Level 2 - 4 range	Approximately 15% of students in the Level 2 - 4 range	Approximately 20% of students in the Level 2 - 4 range	Approximately 30% of students in the Level 2 - 4 range

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Bronx Latin has partnered with Common Lit, and throughout the year, beginning in November, students ill take baseline assessments and monitor progress towards NYS proficiency standards with a goal of 50% mastery or above
09/08/2022	10/31/2022	1st round small group interventions for ELA skill building
11/01/2022	01/31/2023	2nd round small group interventions for math skill building

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Review 6 - 8th grade fall term data to see progress towards ELA proficiency/ mastery
02/01/2023	04/28/2023	1st round small group interventions for ELA skills and practice, review data and plan forward
05/01/2023	06/27/2023	2nd round small group interventions for ELA skills and practice

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Day, Per Session
Instructional Resources	CommonLit
Schedule Adjustments	C6
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE 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)
Supporting students with disabilities not on grade level in math	New Visions Portal - Elementary school state testing data MAP growth diagnostic assessment in mathematics	Students need additional academic supports and structures which they may not have received during remote instruction in the 2019-20 and 2020-21 school years.
Supporting ENL students not on grade level in math	New Visions Portal - Elementary school state testing data. MAP growth diagnostic assessment in mathematics	Students need additional academic and language supports which they may not have received during remote instruction in the 2019-20 and 2020-21 school years.
Supporting general education students entering the school year without accurate data from previous for teachers to analyze - teachers needing to start from scratch to assess students needs for 2021-22	New Visions Portal - Elementary school state testing data. MAP growth diagnostic assessment in mathematics	Due to COVID and the lack of state testing, there will not be accurate data on student levels.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	10	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 10 to 15, as measured by NYS Math Exam Results to 2-4.
Students with Disabilities	10	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 5%, from 10 to 15, as measured by NYS Math Exams.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/8/2022			
NYS Math Exam Results	Level 2 - 4 on NYS math assessents	Approximately 25% of students meeting benchmark.	20% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth	30% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth	40% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth
NYS Math Exam Results	Level 2 - 4 on NYS math assessments	Approximately 25% of students meeting benchmark.	20% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth	30% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth	40% of students will meet grade level readiness benchmarks according to diagnostic data from MAP growth

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Students will take diagnostic at the beginning of the year in September on ixl.com, and teachers will continuously monitor progress on ixl towards grade level readiness by using the platform as a daily assessment tool in math classrooms in 6 - 8th grade. Students will take mock assessments in January with a goal of 40% proficiency or above
09/08/2022	11/30/2022	1st round small group interventions for math skill building
12/01/2022	01/31/2023	2nd round small group interventions for math skill building

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Review 6 - 8th grade fall term data to see progress towards math proficiency/ mastery
02/01/2023	04/28/2023	1st round small group interventions for math concepts and practice, review data and plan forward
05/01/2023	06/27/2023	2nd round small group interventions for math concepts and practice

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Day, Per Session
Instructional Resources	IXL, Delta Math
Schedule Adjustments	C6
Other Resources Needed	N/A

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)
Additional literacy supports and AIS supports for all ELA students in grades 9 - 12	New Visions Portal - ELA Regents scores and middle school NYS ELA test scores	Students will require additional support because after a year and a half of remote instruction, there are some topics that will have been more difficult to teach and learn remotely that students will need remediation in.
SWD students and ENL students needing additional supports to pass the ELA Regents and achieve college ready scores	New Visions Portal - ELA Regents scores and middle school NYS ELA test scores	While some students may have earned waivers on the ELA Regents - they will need additional support to achieve the college ready ELA score benchmarks than they may have needed in years past

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	50	By June, 2023, High School ELA for All Students will Increase 15%, from 50 to 65, as measured by NYS ELA Regents Exam Results grade of 75+.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/08/2022			
NYS ELA Regents Exam Results	Score of 75 or above on ELA Regents	50% college ready for juniors and seniors	65% getting 75% GPA and scores on mock-assessments	65+ college ready based on class assessments	65+ college ready based on Regents

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Students will be able to take January Regents to attain a college ready score and prepare with Saturday Academy.
09/08/2022	11/30/2022	1st round small group interventions for ELA skill building
12/01/2022	01/31/2023	2nd round small group interventions for ELA skill building

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Review 9th, 10th and 11th grade fall term data to see progress towards ELA proficiency/ mastery
02/01/2023	04/28/2023	1st round of small group intervention for ELA concepts and skills, review data and plan forward
05/01/2023	06/27/2023	2nd round of small group intervention for ELA concepts and skills,

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Schedule, Per Session
Instructional Resources	New Visions ELA Curriculum
Schedule Adjustments	C6
Other Resources Needed	N/A

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Additional math programming and AIS supports for all math students in grades 9 - 12	New Visions Portal - Math Regents scores and middle school NYS Math test scores	Students will require additional support because after a year and a half of remote instruction, there are some topics that will have been more difficult to teach and learn remotely that students will need remediation in.
SWD students and ENL students needing additional supports to pass math Regents and achieve college ready scores in Geometry and Algebra II	New Visions Portal - Math Regents scores and middle school NYS Math test scores	While some students may have earned waivers on the Algebra Regents which has the most friendly rubric towards scoring a college ready score - they will need additional support to achieve the college ready math score benchmarks than they may have needed in years past

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	20	By June, 2023, High School Math for All Students will Increase 15%, from 20 to 35, as measured by NYS Math Regents Exam Results

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/08/2022			
NYS Math Regents Exam Results; school-based Regents assessments	Scoring 70 or above on NYS Math Regents; school-based Regents assessments	50%	65%	70% getting 70+ on Mock exams and scholarship data	70% getting 70+ on Regents exams and scholarship data

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Students will prepare to take January regents to attain passing and college ready scores, and will attend Saturday Academy for preparation
09/08/2022	11/30/2022	1st round small group interventions for math skill building
12/01/2022	01/31/2023	2nd round small group interventions for math skill building

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Review 9th and 10th grade fall term data to see progress towards Algebra content proficiency/mastery
02/01/2023	04/28/2023	1st round small group interventions for Algebra concepts and practice, review data and plan forward
05/01/2023	06/27/2023	2nd round small group interventions for Algebra concepts and practice

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Day, Per Session
Instructional Resources	IxL, Delta Math
Schedule Adjustments	C6
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Coming back to school the second year after the pandemic, there will be a lot of additional social emotional support needed for students that have not been in the school building.	2019-20 School Quality Snapshot	Students may not have felt supported and connected to the school during remote learning when not in the school building.
In the 2019-20 school year only 59% of students said that their teachers support them when they are upset. The school must make sure that all students know at least one adult in the building they can speak to if they are upset.	2019-20 School Quality Snapshot	Many students may have felt disconnected from the teachers and schools when not in the building.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Physical & Mental Wellness	75	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 75 to 80, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

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)
		Spring 2022			
NYC School Survey	Positive responses around social emotional supports	2021-22 School Survey Results	60% Positive	74% positive	80% positive

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	School will monitor student responses on Sown to Grow emotional check ins. Students who express a need for more support will be added to at risk counseling.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	School will monitor student responses on Sown to Grow emotional check ins. Students who express a need for more support will be added to at risk counseling.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Discuss strategies and how to engage and empower parents to support students social emotional growth at monthly SLT meetings	Sown to Grow

Human Resources	Teacher Schedules, Per Session
Instructional Resources	Sown to Grow, Morningside curriculum, QUESTion Project
Schedule Adjustments	C6
Other Resources Needed	N/A

AREA OF CONCENTRATION ENGLISH LANGUAGE PROFICIENCY

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)
Supporting our ENL students who are struggling academically in classes as evidenced by low GPAs and test results	New Visions Portal - NYSESLAT testing data	The students received a lot of online instruction during COVID, and it may have been difficult for teachers to provide the same supports online that they would have provided in person.
Supporting ENL students in engaging in academic discourse and socratic seminars	New Visions Portal - NYSESLAT testing data	Socratic seminars and class discussion are an integral part of our school - but it was not easy for all ENL students to engage in these discussions during remote instruction without the additional support in the classroom they usually receive.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	50	By June, 2023, English Language Proficiency for English Language Learners will Increase 10%, from 50 to 60, as measured by NYSESLAT Results of transitioning or higher.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/8/2022			
NYSESLAT test	Score of transitioning or higher on NYSESLAT	50% transitioning or higher	55% transitioning or higher	55% transitioning or higher based off teacher feedback and scholarship data	60% transitioning or higher based off NYSESLAT

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	50% of students or more will be scoring transitioning or higher on mock NYSESLAT assessments
10/01/2022	11/30/2022	1st round small group interventions with ENL teachers for language and proficiency skill building
12/01/2022	01/31/2023	2nd round small group interventions with ENL teachers for language and proficiency skill building

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Review ENL student fall term data to see progress towards language proficiency/ mastery
02/01/2023	04/28/2023	1st round small group interventions for English language skills and practice, review data and plan forward
05/01/2023	06/27/2023	2nd round small group interventions for English language skills and practice

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Schedule, Per Session
Instructional Resources	CommonLit
Schedule Adjustments	C6
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensure that 100% of services for students with disabilities are being met according to the PSR.	Monthly Program Services Linkage Report (PSR) sent to school	In remote setting some teachers had a hard time contacting students and ensuring students received services.

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)	90	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP completion by Increase 5, from 90% to 95, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/08/2022			
Timeliness of IEP Completion in SESIS	95% Completion	90%	90%	92%	95%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	IEP coordinator and AP Yacenda will review recommendation reports.
09/08/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	IEP coordinator will train SPED teachers in goal setting
09/08/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP coordinator will review statements
09/08/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	IEP coordinator will review delivery
09/08/2022	06/27/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	IEP coordinator will train special education teachers for transition planning.
09/08/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	IEP coordinator will track compliance, email administration with updates on a weekly basis
09/08/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	IEP coordinator will monitor referrals

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
09/08/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Day, Per Session
Instructional Resources	Goalbook
Schedule Adjustments	C6
Other Resources Needed	NA

AREA OF CONCENTRATION GRADUATION RATE

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensuring that all students receive all the credits needed towards graduation	New Visions Data Portal - Graduation Tacker	Man students will be on track for graduation based on Regents, but with COVID and NXs must ensure that all students have the necessary credits to graduate on time.
Increasing the number of Advanced Regents Diplomas	New Visions Data Portal - Graduation Tacker	Ensuring that students have the appropriate Regents for Advanced Regents diplomas based on classes they may not have taken during COVID and not gotten Regents Waivers for

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	93	By June, 2023, Graduation Rate for All Students will Increase 2%, from 93 to 95, as measured by Graduation Rate for Cohort 2022.

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)
		09/08/2022			
Progress towards Graduation (NV Portal)	Regents/ Advanced Regents Diplomas	82%	85%	90% on track	92% graduated

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Weekly meetings with administration and guidance around graduation action plans - reviewing the New Visions portal and credit gaps on a weekly basis.
08/29/2022	01/31/2023	Weekly/Daily check-ins from College Adviser and College Team of teachers regarding applications, scholarships, and post-secondary plans

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Targeted meetings with students and families to ensure on-track and aware of spring term goals
02/01/2023	06/27/2023	Weekly meetings with administration and guidance around graduation action plans - reviewing the New Visions portal and credit gaps on a weekly basis.
02/01/2023	06/27/2023	Reviewing data and grouping of students for targeted supports based on needs

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/29/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	CollegeBound Initiative
08/29/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	CollegeBound Initiative

Human Resources	Teaching Day, Per Session
Instructional Resources	CBI Materials
Schedule Adjustments	C6 and CBO counselor scheduled in school day
Other Resources Needed	N/A

AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Continuing to expand AP course participation, including getting students to sit for exams that they did not sit for in the 2020-21 school year.	College Board Website - AP Participation Rates	With digital AP exams, many students who qualified for AP exams did not sit for the exam as there were some difficulties in taking it with the AP software and getting all kids with the AP course downloaded.
In addition to AP having students sit for CLEP exams as well.	College Board Website - AP Participation Rates	Some students may have completed coursework to take the CLEP on Modern States, but CLEP testing centers were closed. Find CLEP testing centers where students can test.
Increase the participation rates for black students in AP courses.	College Board Website - AP Participation Rates	AP courses previously were not offered to everyone - must expand the number of AP courses that students are offered in 11th and 12th grades.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	50	By July, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 5%, from 50 to 55, as measured by Diploma weights and types, with a focus on AP course participation,.
Black	28	By July, 2023, College, Career & Civic Readiness (CCCR) for Black will Increase 10%, from 28 to 38, as measured by diploma weights of 1.5 and 2, with a focus on AP course participation (STARS).

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/8/2022			
AP Course Participation	Students officially enrolled in AP courses	106 students enrolled in AP courses	142 students enrolled in AP courses	142 students passing AP classes	142 sat for AP exams and passed the classes
AP Course Participation (STARS)	AP Course enrollment	30 Black students enrolled in AP courses	30 Black students enrolled in AP courses	30 Black students enrolled in AP courses	30 Black students enrolled in AP courses

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	Expand AP course offerings in the school to ensure higher participation, especially among Black students.
08/29/2022	01/31/2023	Monitoring of students and check-ins to ensure acclimation to AP classes
08/29/2022	01/31/2023	Consistent support of teachers using office hours, 1:1 support, small group instruction, pairing of students, and AlbertIO for content/skill building and enrichment.
08/29/2022	01/31/2023	Reviewing fall data and creating target groups for varied support needs

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	implement set-up and systems for targeted groups for varied support needs; time management, study skills, task completion, content review & enrichment
02/01/2023	06/27/2023	Monitor the targeted groups and delivery of support; add test preparation sessions.
02/01/2023	06/27/2023	Outreach and preparation for AP exams

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Discussions with parents around how to use resources at Open Houses, PTC, and Grade Team PTCs	
09/08/2022	06/27/2023	Discuss strategies and how to engage and empower parents at monthly SLT meetings	

Human Resources	Teaching Day, Per Session
Instructional Resources	Civics for All
Schedule Adjustments	C6
Other Resources Needed	N/A

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

Academic Support

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

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

wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Falling significantly below grade level on beginning of the year math/ ELA screeners	After school tutoring and enrichment sessions	Small group/ tutoring	After school	Yes
Tier 3	All 9th grade students	All 9th grade students will receive an additional math enrichment course to go back and address gaps in skills	In class	During School	Yes
Tier 2	Students with NX's from 2020-21 school year	After school support sessions	Small group	After School	No
Tier 2	Lowest 30% HW completion	Homework Help	Small group tutoring	After School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	For students at risk of not passing courses at each progress report	S.M.A.R.T. Goals Lessons and Monitoring	Small Group	During school	Yes
Tier 3	For students at risk of not passing 2 or more marking periods or behavioral write ups; parental or teacher referral; responds well to peers	Peer Mentoring	One to one	During or After school	No
Tier 2	Self-referral; participation is not compulsory	Rainbow Alliance (G.S.A.)	Small group	After school	No
Tier 2	Self-referral; participation is not compulsory	S.H.I.N.E. (female empowerment)	Small group	After school	No
Tier 2	Self-referral; participation is not compulsory	Brotherhood (male empowerment)	Small group	After school	No
Tier 3	Teacher/provider referral; parental referral; behavioral write ups or SE difficulties reported	SEL Counseling Groups	Individual	During school	No
Tier 3	SE needs reported; referred for socialization needs by provider/teacher or parents	A Fair Shake for Youth	Small group	During school	No
Tier 2	For students at risk of not passing two marking periods or more of a course; teacher/provider report	Parent Pods	Small group	After school	Yes
	All 7th and 10th grade students	Question Project	All 7th and 10th grade students	During School	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	33 students in both middle and high school (24 in middle school and 9 in high school)

Describe the services you are planning to provide to the STH population.	STH students receive all applicable Tiers 1, 2 and 3 interventions as well as transportation coordination (if needed), collaboration with applicable CBO's and referrals to community-based school clinic for additional mental health needs; clothing and personal toiletries are provided; school supplies are provided; 1:1 counseling and increased family communication to ensure families are fully informed on students' progress.

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

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

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

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

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

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

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	12
Borough:	X
School Number:	267

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	Annette Fiorentino
Assistant Principal	Anna Nelson
Coach	
English as a New Language (ENL)/Bilingual Teacher	Matthew DeLeo
School Counselor	Grace Haggerty
Teacher/Subject Area	Anna Meyer
Teacher/Subject Area	
Parent	Alejandra Manzana
Parent Coordinator	Iris Rosso
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:	8
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	492
Total number of current ELLs at your school:	62
Total percentage (%) of current ELLs at your school:	12.6
Total number of former ELLs at your school:	22
Total percentage (%) of former ELLs at your school:	4.4

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																	0
TBE																	0
DL	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	The ENL teachers deliver literacy based ENL classes by grade in homogeneous grouping for 45 minutes per day. Stand alone clases include students in either/both entering or emeging proficiency levels.
Integrated English as New Language (ENL)	Middle School ENL teachers co-teach with the content area teachers in integrated Math and ELA classes in a heterogeneous setting to provide support to the ELLs in the class. The High School ENL teachers do the same, but also co-teach in integrated science and history blocks to provide literacy support for the ELLs. All students receive this instruction along a singular grade level. In this structure, ELLs are mixed in with non ELLs in their classes. However, for the most part, ELLs are grouped together in the same class to facilitate scheduling services.
Bilingual Education (If applicable) - Transitional Bilingual Education (TBE) program - Dual Language (DL) program	N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	N/A

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	16 of 62 (26%) of our ELLs are newcomers. Of those 2 (2.9%) are SIFE. In middle school newcomers receive 9 periods per week of ELA instruction, totaling 405 minutes of ELA instruction per week. The ENL teachers push in for 8 of the ten periods of the week, totaling 360 minutes of ESL instruction within the ELA classroom. In addition, the ENL teacher pulls her ELLs out five times a week, totaling 180 minutes. The combination of push-in and pull-out, therefore, adds up to 540 minutes. Additionally, newcomers will attend Saturday Academy classes to support their ELA and Math content area classes from January through May. In the high school newcomers follow the program described above in question 3. Moreover, newcomers are invited to Saturday Academy classes from January to June to receive support in Regents based classes. Tutoring is also offered after school on a needs basis. During the summer newcomers are offered additional instruction during our summer school. Many of the following strategies are implemented to aid in development of basic language needs: -Differentiating and translating content -using tier graphic organizers and assignments -utilizing Bloom's Taxonomy to level questions -providing students with a 'reading buddy' who is fluent in their native language -utilizing i-ready and ixl for English language acquisition SIFE students will also receive tutoring before or after school to target basic English acquisition skills such as phonics, the alphabet, sight words, etc.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	29 of 62 (46.4%) of ELLs are Long-Term ELLs. Long term ELLs also receive many of the differentiation strategies mentioned above at the discretion of the instructor. Long term ELLs are serviced by the ENL teachers in their push-in core classes with specific focus on literacy development.

What percentage of students are former ELLs? How is your school providing services to former ELLs?	4.4% of students are Former ELLs. Former ELLs are eligible for services for up to 2 years after testing at a Commanding Level on the NYSESLAT, including half a unit of integrated ENL instruction in Regents classes and extended time and a half on tests. Former ELLs receive 2 weekly periods of integrated ENL instruction in core content classes such as Regents Math, Science or Social studies.
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?	ELLs at Bronx Latin tend to score much higher on the speaking section of the NYSESLAT. From 2021-2022, significant gains were seen on the Reading and Writing sections of the test. However, the majority of lower performing students tend to test poorly on the writing section.
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?	100% of the students who tested at least level 2 on the 3-8 ELA exam, tested commanding on the most recent NYSESLAT. Contrarily, only 5 of 43 students who scored level 1 on the 3-8 ELA exam scored commanding. The large majority of students (24/26) who tested at least level 2 on the 3-8 Math exam, scored Expanding (12/26) or commanding (12/26) on the most recent NYSESLAT. Contrarily, only 28/41 students who scored level 1 on the 3-8 Math exam attained Expanding (18/41) or commanding (10/41). Regarding the 2022 ELA Regents, all 4 students who attained commanding in that year's NYSESLAT passed. While the 3 students who attained expanding all failed.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Many of the ELLs fall into between 4 and 6 at-risk indicators. This is partly due to a large number of our ELLs being long term, and not able to achieve above level 1 on state MS assessments, as well as not making significant gains in NYSESLAT. Attendance has been an issue for a portion of ELLs that inhibit them from earning a grade appropriate number of credits.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	The largest, by far, represented home language in our school is Spanish at about 95% of home languages that are other than English. We have many bilingual English/Spanish staff members, and 100% of parent notification is provided in both languages.
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)?	54 of 62 (87%) of our ELLs are Spanish native speakers. The Spanish language can be seen throughout our hallways, and all students take Spanish in HS. Many of the ELA materials are centered around Spanish speaking cultures. The other 8 (13%) of our ELLs are comprised of 2 students who speak Fulani and one each of the following langauges: Hausa, French, Ga, Urdu, Bengali, Sominke and Maninke.
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?	The numbers for SIFE are very low, as only 2 of 70 are classified as such. Regarding students with IEPs, the 2022 NYSESLAT results show similar results compared with their counterparts without IEPs with the exception of those scoring commanding. Very few ELLs (mostly long-term) are unable to get over the expanding level of proficiency. Perhaps the inability to reach commanding is more related to the obstacles presented by their disability and less so to a specific language acquisition deficiency .

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Due to limited NYSESLAT data from the previous 2 years, the school has recently hired two additional ENL certified teachers in order to be prepared for any increase in ELL enrollment and to be more flexible and purposeful in our ELL programming. Bronx Latin strategically design ENL teacher programs to maximize push in time to high leverage Regents courses.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	The content areas are delivered in English. In the specified content areas, the ENL teachers co-teach with the content area specialist. All content area teachers utilize the workshop model and implement differentiated instructional strategies with their classes. In light of the new NY State Learning Standards, content area teachers are also applying comprehension strategies in their classes to augment their students reading skills. Content area teachers will be focusing on monitoring comprehension by activating and connecting students' prior knowledge to what they are currently learning and scaffolding questions according to Bloom's Taxonomy. Additionally, content area teachers will teach reading comprehension skills explicitly such as visualizing, inferring, determining importance in a text, summarizing, and synthesizing information to enrich the language development of all learners in their classes. Finally, materials such as bilingual content glossaries, translated word walls, native language dictionaries, and technology programs are utilized to increase ELL outcomes.
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.	Bronx Latin ENL teachers utilized the following materials, including technology, to provide access to academic content; For ELA/literacy based classrooms: Leveled texts (to match Lexiles) with leveled questions, culturally appropriate texts for easier access, read aloud, Google Translate, Assessments can be completed through visual/verbal presentation OR written, NEWSELA (with Spanish article options), modified/chunked text, creating original texts for genuine understanding of the teachers. For Math: some of the above, plus Nearpod, EDPuzzle for self pacing, IXL (with language functions for native language support), Prodigy (with language functions for native language support), Khan Academy (with language functions for native language support).
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	The school uses various tools to ensure that curricular, instructional and scheduling flexibility will meet the diverse needs of ELLs-SWDs in the least restrictive environment. First, the ENL teachers and teachers of SWDs will meet periodically to discuss students' progress and areas of high need. This ensures that there is as a support team meant to address every student's needs. Tutoring before and after school is available to all ELLs-SWDs who would benefit from the additional one-on-one support. All ELLs-SWDs are encouraged to attend. Finally, the ENL teachers utilize their push-in time to service those students in a more open, content related area in which students work in groups, both heterogeneous and homogeneous, according to their ability.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	Bronx Latin uses I-ready and IXL assessment tools to guide instructional planning. Both platforms provide actionable feedback to teachers and personalized feedback to students in order to identify and target high need areas and specific skills.

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.	Bronx latin provides targeted after school tutoring and Saturday academy program to ELLs and former ELLs in math, ELA and all regents level content areas. All of these services are in English.
a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Teacher designed assessments modeled after state exams such as 3-8 ELA and math exams, and regents exams. Data from these simulations are analyzed to determine highest need areas for targeted instruction and remediation.

2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Spanish language assessments are given throughout the year by the dual certified Spanish/ENL teacher.
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	For ELLs who have early literacy skills, the ENL teachers administer a practice called NYSESLAT to test the ELLs' reading, speaking, writing and listening levels. The teachers use rubrics from the NYSESLAT to determine whether the students' level falls under Entering, Emerging, Transitioning, Expanding or Commanding. They analyze this data in conjunction with the NYSESLAT data and data from New York State Standardized exams. This data is used to drive instruction across the grade levels. The data reveals that most of the ELLs continue to need support in reading comprehension and writing. The areas of speaking and listening tend to be stronger. Data continues to show that ELLs are struggling with reading comprehension skills such as: determining central ideas and themes of a text, interpreting words and phrases as they are used in a text, and comparing and contrasting how different authors deal with similar topics or themes in texts. In addition, data shows that ELLs are struggling with writing skills such as: developing a topic with relevant facts and examples, using appropriate and varied transitions to create a cohesive piece of writing, and using precise vocabulary that is specific to inform about or explain a topic. The data reveals that on Regents exams, students struggle with high level vocabulary. Improving content area teaching of literacy skills and learning through collaboration between the ENL and content area teachers has been a major focus this year to facilitate data-driven instruction. The 2022 NYSESLAT proficiency results revealed that only 3.2% of ELLs in our community were classified as Entering, 3.2% were Emerging, 33.8% were Transitioning, and 59.8% were Expanding.The NYSITELL was not administered to one new student for 2022/23. This data reveals that applying differentiation strategies in the classroom is necessary to reach the broad needs of ELLs as well as non ELLs in the classroom. The diverse levels of language learners in the classroom has facilitated a process by which teachers are designing different activities and assessments to help learners access information and apply skills in their classes.
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.	NYSESLAT is administered and scored by the ENL certified teachers; Matthew DeLeo, Amanda Rinzel, Regina Hall, Alexis Young. Students are grouped by grade and scheduled for testing during electives or non-core curriculum courses. Mandated services are not interrupted during the testing period.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum	
How do you ensure all ML/ELL subgroups have access to and engage with grade level content?	ENL teachers are strategically programmed to push into core content ICT classes. ENL teachers collaborate with ICT teachers to understand the specific needs of ELLs with IEPs to develop and co-create lesson plans that meet all students needs.
a. ELLs with IEPs	
b. SIFE	Bronx Latin implements 'Bridges to Success' curriculum to supplement ELL services to our SIFE population.
c. Newcomer	ENL stand alone classes are used as extensions of core content classes. The materials used in these classes are supplemental to the materials used in the content class, but modified and scaffolded in a way to make it more accessible to newcomer ELLs.
d. Developing	ENL teachers co-teach with content specialists in our push in model. Lessons are co-created with specific modifications in mind to make the same content accessible to all the students in the class. Academic and language specific scaffolding is implemented throughout the lesson plans to provide access to developing ELLs. During planning, all modified content in the integrated classrooms is ensured to remain grade level appropriate and aligns to NY state standards. We leverage home language by providing translation servcies, glossaries as well as materials in native langauge supplement the English langauge content.
e. Long Term	ENL teachers co-teach with content specialists in our push in model. Lessons are co-created with specific modifications in mind to make the same content accessible to all the students in the class. During planning, all modified content in the integrated classrooms is ensured to remain grade level appropriate and aligns to NY state standards. Home language is used strategically to support content. Visual and verbal scaffolding is used by all teachers to support literacy development. Curriculum that connects to students' backgrounds are often used to providce students with easier access to content material.
f. Former ELLs up to two years after exiting ELL status	ENL teachers co-teach with content specialists in our push in model. Lessons are co-created with specific modifications in mind to make the same content accessible to all the students in the class. During planning, all modified content in the integrated classrooms is ensured to remain grade level appropriate and aligns to NY state standards. We use strategic pairing and grouping within the class. At times former ELLs are partnered with more advanced classmates to help in development through more rigorous content and skills.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	During the intake process, students' native language is evaluated. In the High School, Spanish teachers give native language students diagnostics to determine the level of Spanish proficiency and eligibility for the Regents or LOTE.
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?	All students take Spanish I, II and III, and sit for the Regents exam. Most students take AP Spanish in 11th or 12th grade.

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.	Differentiation strategies and the implementation of literacy standards specified in the new Common Core State Standards (CCSS) is the school-wide professional development focus. All content area teachers and ESL teachers will receive professional development in these areas during the 2022-2023 school year. The following staff members received professional development during the 2022-2023 school year: a. Assistant Principal b. Subject area teachers c. paraprofessionals d. ENL teachers e. guidance counselors f. special education teachers g. psychologists h. occupational/physical therapist i. speech therapist j. secretaries Professional Development dates for current year are as follows: August, September , November, 2022 and January, 2023 o Differentiation Strategies - Four full day professional development sessions will take place focusing on how to meet the needs of students in heterogeneous class environments. The professional development consists of the following components: a. A rationale for why there is a need to differentiate for diverse populations b. How to begin implementing differentiated strategies in the classroom c. Vocabulary Development d. Tiered assignment e. Questioning f. Self-paced strategies h. Classroom-management strategies for tracking differentiated work i. Flexible grouping j. Anchor activities o. NY State Learning Standards a. Teachers develop a deeper understanding of the NYSLS b. Teachers examine the developmental progression of the NYSLS for literacy and understand the respective demands for both teachers and students c. Teachers identify the implications of the NYSLS to instruction and assessment d. Teachers begin to align their curriculum maps and assessments with the new standards Staff received professional development in how to implement a n effective advisory program. The main purpose of the Bronx Latin advisory program professional development is to train teachers to be a liaison between the school and the parents and to train teachers to conduct parent outreach so that parents can monitor their children's academic and social progress in school. Additionally, professional development focused on the implementation of advisory trains teachers to facilitate "workshop-like" activities that help them to develop personal relationships with students, support students as they transition from one grade to the next, and build students social and emotional skills enough so that they can make productive academic and life decisions. The guidance counselor received additional professional development in which she learned how to assist transitioning ELLs. Some skills he acquired included how to ensure that ELLs are at ease with this change through open conversation, what strategies and or steps they can use to facilitate this change, and by working on developing an environment conducive to students' success
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).	ELL training is embedded in the professional development for applying differentiation strategies in their classes. Teachers will have approximately 12 hours of professional development in this area during the 2021-2022 school year. The professional development will focus on how to implement a n Argumentative Writing Task into all subjects, including ENL classes, as mandated by the NYC Department of Education's goal and expectations for 2022-2023 school year. Some of the activities that were targeted were: -how to write a n argument by citing evidence -how to write a counter argument and a conclusion -how to rate teachers according to the Da niels on rubric - how to write a n informational essay -how to differentiate content according to students' needs. Our school meets the professional development requirements as per CR Part 154.2 by providing ELL specific professional development the week prior to the official start of the 2022-2023 school year. During this time, 2 hour of PD were devoted to training teachers on how to plan instruction for all their ELL students. Through the school year, the ENL Department will follow up with Professional Development to be delivered on the dates mentioned above and during mandated after school meetings as necessary.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	All parents are invited to participate in the parent association. Parents who are members of the SLT report school activities, school progress, and recent decisions and/or changes in the school 's programs at PA meetings. Parents are invited through phone calls and letters to attend other school activities such as trips, workshops, performances, and conferences. Parent outreach is conducted by teachers, the administration, and the family worker. A translator is made available if need be, whether it is the ESL Teacher or other members of the school community who are fluent in parents' and students' native languages. ENL teachers also create ELL specific celebrations and cultural events and trips in which ELL parents and families are specifically invited and encouraged to attend.
2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	The school offers opportunities for parents of specifically targeted ELLs to join teachers on Mondays, between 2:35 and 5:10 pm. During this time, teachers meet in grade teams to discuss any issues/concerns. Parents are invited to come in and meet with teachers of all content areas during this designated time. One-on-one parent meetings are also scheduled as part of a 'meet the teacher' open house at the beginning of the school year. Another meeting is scheduled in the Spring to discuss upcoming NYSESLAT administration and student progress. Translation services are made available during this time, including the presence of a translator and documentation in native language.

Additional Information

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

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Our school follows the following steps fro newly enrolled students. 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). 2. Enrollment status of each newly admitted student is determined. If a student has been in NYS public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and proficiency level. If a student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. 4. An interview with parents and students in English conducted in the home language. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. 5. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with a n IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 6. Students are administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent's preferred language. a. Parents are notified of their child's ELL status and results of the NYSITELL. 8. If the student is identified as a n ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife 10. If a student is a n ELL, the parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with a n explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions s o that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. 11. ELL is placed in the ELL program where the parent is elected. a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies b. If the ELL remains in the school, the ELL is placed in Engl is has a new language and our school keeps track of parent choice s o that when minimum thresholds are met, we can open the ELL program of choice 12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). 13. If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. 14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative file. These steps are completed by ENL licensed teachers; Matthew DeLeo, Amanda Rinzel, Alexis Young and/or Martina Gamboa Bilingual Parent coordinator and bilingual school counselor, Iris Rosso and Grace Haggerty, respectively may support in the process.
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.	ENL Coordinator - Matthew DeLeo ENL Teacher - Amanda Rinzel ENL Teacher - Alexis Young ENL Teacher - Martina Gamboa IEP Coordinator - Kristi Barcelo All ENL teachers listed above are state certified in TESOL K-12. When a new student enrolls in the school, teh ENL coordinator is notified immediately and an ENL certified teacher begins the process for ELL intake. When amn ELL is identified as an SWD, the IEP coordinator is notified to support the necessary steps. If this takes place over the summer, one of the ENL teachers is designated to report to the school to complete the process.

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
Matthew	DeLeo	ENL Coordinator/Teacher	2018	Yes	.

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

First Name	Last Name	Title
N/A	N/A	N/A

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Afrikaans	1	0.13	1	0.13
Bengali	3	0.39	3	0.39
Chinese	1	0.13	1	0.13
French	10	1.29	7	0.90
Fulani	2	0.26	2	0.26
Ga	1	0.13	1	0.13
Hausa	1	0.13	1	0.13
Ibo	1	0.13	1	0.13
English	381	49.16	393	50.71
Slovak	0	0	1	0.13
Spanish	370	47.74	363	46.84
Soninke	3	0.39	0	0
Urdu	1	0.13	1	0.13

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	12	12
French	3	3

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	Once the school staff determines parents' language needs, they are provided with translations of letters and other important documents to ensure they understand. They are additionally contacted via phone by the family worker, school secretary, or other school personnel, such as teachers, who speak the language. Students also receive Emergency Contact cards in which the parents are asked to specify which language they would like communication in. Staff will also utilize KINVOLVED translation function to send mass messages to parents.

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent notifications regarding PTC dates	3 times a year	All documents that are disseminated are available in Spanish and French for those with that preference. For families of other languages, phone cal ls are made through the city's interpretive services phone line.
Parent curriculum conference	September	DOE T and I unit for covered languages School based staff for non-covered languages
NY State testing dates	March - May	Bilingual staff DOE T and I

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.
Opening School Night	September	Over the phone interpretation Bilingual School personnel
Parent Teacher Conference	3 times a year	Over the phone interpretation Bilingual School personnel
Initial ELL Parent orientation	September/October, When needed	Over the phone interpretation Bilingual School personnel

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	Kinvolved messaging system with translation feature into preferred language. School wide email in English and and translation in preferred language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Phone calls from one of our bilingual staff for Spanish or French, or utilizing the interpretive service phone line for other languages.
(C) If a parent has an emergency and needs to contact the school.	Phone calls received by one of our bilingual staff for Spanish or French, or utilizing the interpretive service phone line for other languages.

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	Turn Key and staff email memo
Over-the-Phone Interpretation Desk Aid	Turn Key and staff email memo
Language Access Handbook	Turn Key and staff email memo
T&I Unit InfoHub Link	Turn Key and staff email memo

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).	LAC will visit each grade team meeting to review protocol and provide information on how to utilize interpretive services for languages other than Spanish and French.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook	Multi-language welcome poster displayed at the entrance Language ID cards 'I speak' cards

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	A specific parent survey is distributed at the end of each informative session in parents' preferred language asking about the LEP services received during the session. Surveys will be distributed by the child's homeroom/advisory teacher.
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.	We have streamlined our way of disseminating translated messages utilizing KINVOLVED. We have made sure to inform all parents of the DOE phone interpretation service and provided the phone number.

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:	Bronx Latin
DBN:	12X267
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	74
Total # of teachers in this program:	12
# of certified ESOL/Bilingual teachers:	8
# of content area teachers:	4

Describe the direct instruction supplemental program here and include the ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials	Immigrant students, including ELLs, at Bronx Latin are tracked based on ability and needs in accordance with CR 154, Part 2 guidelines. Bronx Latin currently has an ELL population of 74 students, 13% of the school population. These ELLs range across all grade levels (6-12) and proficiencies (Entering-Commanding). Additionally, programming is designed to match the regulated service hours for Former ELLs still in the Bronx Latin population, a total of an additional 8 students. These proficiency levels are based on NYSESLAT results for the 2019 and 2021 school years and NYSITELL results from Fall 2021. ELL students at Bronx Latin are primarily L1 Spanish speakers but also include a number of Fulani, and French speakers, as well as speakers of numerous other languages. Teachers work collaboratively in order to implement the strategies necessary for student success. Incoming students who are new to the country will receive after-school tutoring from 2:40 to 3:40, a total of 24 sessions, on Wednesdays from October to May. The ESL teacher will be the sole instructor during these sessions. Long term and at-risk ELLS will attend Saturday Academy from 9 am to 1 pm to receive particular attention in language deficiencies related to Regents/Middle school state exam level material. There will be 12 total sessions, running from from March to June. ELLs will attend these sessions with at-risk non-ELLs and be co-taught by content teachers under the supervision of an ESL certified teacher. Students will be divided into 3 or 4 groups of 15 to 20, with 1 certified ESL teacher and 1 certified content teacher. Teaching will be done in a manner of different styles, including team teaching and parallel teaching. On occasion, ELLs will be pulled out of these sessions by the ESL teacher to be given literacy instruction based on specific needs. These groups will be limited to 5 to 7 ELLs. All instruction will be delivered in English. The focus of the after school tutoring and Saturday academy for ELLs is language acquisition through content which is delivered through strategies such as previewing the text, pre-teaching vocabulary, and providing additional resources such as handouts that foster content through visual aids, sentence starters, and modeled writing. The focus of these programs at Bronx Latin is to develop ELLs' reading and writing skills and ultimately teach these students how to write academic essays and formulate an argument both orally and in writing. To ensure that these students receive these supplementary services, there are 4 TESOL certified teachers who service the middle school and 4 for the high school, respectively. Materials used include NYSESLAT test prep books, bilingual dictionaries and visual aids. The instructional focus of the programs mentioned above is as follows: students are able to improve their reading levels by reading differentiated texts that are aligned to their individual reading levels. The students' reading levels are determined by a diagnostic that provides teachers with students' individual Lexile levels. Based on the data gathered, ESL teachers are able to create writing units which require students to be able to cite evidence and form arguments (CCLS requirement). The NYSESLAT test preparation books are used to improve students' abilities to listen, read, speak and write in English. Teachers use these books as a resource to enhance English comprehension and to prepare students for the NYSESLAT. Finally, the ESL teachers modify their instruction in order to ensure that students who are speakers of other languages acquire the skills necessary to be college and career ready. This is achieved by providing additional resources such as visuals, translations, differentiated texts, manipulatives, videos and technology. MS ESL teachers will also utilize 'Very Easy True Stories' readers to aid in reading and written language development. Parents will be notified of their child's mandated attendance requirement in a take-home letter in both English and the child's home language. Attendance is tracked on a Google Form shared across the school. Throughout the school year, ELLs will also be utilizing online programs such as Castle learning, duoLingo, and IXL to supplement classroom instruction for high achievement in Math, English, L1 and other core academic areas. If school and COVID-19 regulations permit, ELL students will also be participating in specific field trips to help them build cultural bridges between each other and also develop a better understanding of the pluralism that is American Society. Possible destinations include: Ellis Island, The LES Tenement Museum, The Merchant's House and the NY Historical Society. Title III funding will be used to pay only the ESL certified teachers in these programs.
Rationale	See Above
Subgroups and grade levels of students to be served	See Above
Schedule and duration	See Above
Language of instruction	See Above
Number and types of certified teachers	See Above
Types of materials	See Above
Include any additional details here:	See Above
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy

Grades to be served in this program. Select all that apply.	,6,7,8,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider	The rationale for ongoing ESL Professional Development is to provide content teachers with methods, strategies, and background knowledge to better serve ELL students, particularly in classes in which a n ESL co-teacher is not present. Professional development is provided to all ESL, general education and special education teachers that will participate in the Title III programs in order to implement strategies that will facilitate these particular students' learning. At the beginning of the school year teachers will receive professional development that focuses on various strategies that target ELLs. The ESL teachers will deliver virtual instruction on topics which include how to implement scaffolding strategies, leveled texts, and SIOP planning. Subsequently, the ELA and ESL teachers will jointly deliver instruction focused on how to implement higher level thinking and questioning into lessons, and how to construct argumentative and informational writing units. Throughout the year, the entire staff will gather in department meetings and implement the strategies described above into their own units and lesson plans as the ESL teachers circulated and provided feedback to ensure that all ELLs would be serviced according to their needs and levels. In addition in November 2022, the ESL teachers will provide a Professional Development opportunity on differentiation to provide further guidance on planning instruction for diverse classrooms. Participants of the PDs will sign-in and all documents, including attendance sheets and agendas, will be filed and kept on record in the school building. In addition, ESL teachers will visit, bi-weekly, the department meetings during Tuesday after school PD. During these visits, ESL teachers will participate in lesson plan studies and cycles of inquiry presented by content teachers. The ESL teachers will assist content teachers in implementing previously discussed ELL strategies and provide actionable feedback to aid in supporting ELLs in the remote classroom. ESL teachers will continue to attend PD opportunities provided by NYC DOE, New Visions and outsourced providers, and subsequently turnkey these strategies to the staff at large. The ESL teachers are Matthew DeLeo, Anna Dunlavey, Regina Hall, Diane Yacenda, Peter Caldeira, Alexis Young, Amanda Rinzel, and Taina Benjamin.
Rationale	See Above
Teachers to receive training	See Above
Schedule and duration	See Above
Topics to be covered	See Above
Name of provider	See Above
Include any additional details here:	See Above

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	At the Bronx Latin School, parent outreach is an integral part of the school 's model and mission. When a new student is admitted, the ESL teachers conduct an interview with the student and parent(s) to better understand their background and language needs. As the months progress, parents are invited to attend team meetings (virtually during COVID-19) to discuss their child's progress. In addition, the child's academic adviser reaches out on a biweekly basis to update the parents with their child's academic achievement and personal development. Every child has an academic adviser who serves as a liaison between the student, the teachers, and the parent. Upon parent request or teacher recommendation meetings will be scheduled between ESL teachers, parents, and relevant content teachers to discuss challenges or progress made by students in their language learning. The meetings will take place after school (and remotely during COVID-19) and be conducted with the use of a n over-the-phone interpreter fluent in the parent's home language. Parents will be notified of these meetings by written letter, both in English and the preferred language. The community outreach liaison, Iris Rosso, will also make phone calls to the parents whose home language is Spanish. Parents will also be encouraged to reach out to the school 's ENL team at any time, and for any reason. Meetings will be facilitated by ENL certified teachers; Matthew De Leo, Anna Dunlavey, Regina Hall, Diane Yacenda, Peter Caldeira, Alexis Young, Amanda Rinzel, and Taina Benjamin. All communications, both in English and parents' home language, along with attendance sheets and agendas will be filed and kept on record in the school building. The ENL team will also provide tools and resources to the parents of ELLs that can allow them to play a more integral role in their children's progress. These resources may include direct instruction on how to read and understand their child's report card and progress reports, assistance on how to conduct effective parent-teacher conferences, and demonstrations on how to access the technology that the school used to monitor student progress. These resources will be provided right before or soon after each of the three parent-teacher conferences during the school year, which will be held remotely during COVID19 with the aid of an over-the-phone interpreter when necessary. The dates of the conferences are approximately: Late November 2022, Early March 2023, and Early April 2023. Bronx Latin will also offer remote college readiness seminars for ELLs and their parents. These online seminars will be focused on the college's election process, completing applications, FAFSA support, etc. ; a seminar will also be held for MS students and parents for help with HS s election. If school is able to fully reopen during the school year, the middle school ESL teachers will also host occasional cultural events in which ELLs will present their families with work related to the learning they have been doing in school, including performances and showcases. These events and seminars will take place on various dates in winter and spring 2023. Again, all communications, both in English and parents' home language, along with attendance sheets and agendas will be filed and kept on record in the school building. Refreshments will be served at all of these events. During COVID-19 remote learning, the Kinvolved app (with its translation capabilities) will be utilized for day to day communication between teachers and families.
Rationale	See Above
Schedule and duration	See Above
Topics to be covered	See Above
Name of provider	See Above
How parents will be notified of these activities	See Above

Include any additional details here:	See Above

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel		
Other		
TOTAL		

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

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	

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

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

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

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

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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