

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	09X327
School Name	Comprehensive Model School Project M.S. 327
Principal	Alixandre Ricci

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

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

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
  
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
  - What theories or hypotheses explain the current student and school outcomes?
  - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Comprehensive Model School Project M.S. 327
District Borough Number (DBN):	09X327
Grades Served:	6-12
School Address:	1501 Jerome Ave Bronx NY 10452
Phone Number:	718.294.8111
Fax:	718.294.8109
School Contact Person:	Melina Portuhondo
School Contact Person Email Address:	mportuhondo2@schools.nyc.gov
Principal:	Alixandre Ricci

United Federation of Teachers (UFT) Chapter Leader:	Todd Singer
Parents' Association President:	Esther Varela
SLT Chairperson:	Awilda Aponte
Title I Parent Advisory Council Chairperson (PAC):	Jacqueline Maldonado
Student Representative(s) Middle /High School:	Sunai Blake
Student Representative(s) Middle /High School:	Natasha Downing
Community Based Organization (CBO) Representative:	Loraine Hernandez
School-Based Students in Temporary Housing (STH) Liaison:	Dawn Jones

## **District Information**

Geographic District:	09
Superintendent:	Harry Sherman
Superintendent's Office Address:	1245 Washington Ave Bronx, NY 10456
Superintendent's Email Address:	Hsherma@schools.nyc.gov
Phone Number:	718-579-714
Fax:	N/A

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature
Alixandre Ricci	*Principal or Designee	
Todd Singer	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Esther Varela	*Parents’ Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Ulysses Jimenez	District Council 37 (DC 37) Representative (staff), if applicable	
Jacqueline Maldonado	Title I Parent Advisory Council Chairperson (or alternate)	
Sunai Blake	Student Representative (Required for high schools)	
Natasha Downing	Student Representative (Required for high schools)	
Lorraine Hernandez	CBO Representative, if applicable	
Angela Henry	Staff UFT	
Carlos Ovalle	Staff UFT	
Awilda Aponte	Parent	
Jil Sanyuzt	Parent	
Aracelis Espejel	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
Caroline Rivera	Assistant Principal / 09x327	
Patrick Bentsen	Assistant Principal / 09x327	
Randi Brown	Assistant Principal / 09x327	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
--------------------------------------	---------------

Provide your school’s mission statement:	We at CMSP believe that through a family-centered and nurturing environment rooted in social-emotional well being we will create empathetic young adults who will become critically-thinking, self-directed learners able to compete for high end careers that will impact the world.
--	---

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.	CMSP is a secondary school with grades 6-12 in the Mount Eden Section of the Bronx . The majority of our students opt to stay with us through high school and during that time, we empower them to embrace their capacity as leaders who will impact the Bronx and beyond. Our school community is comprised of about 19% African American students, 81% Hispanic students, 27% Students with disabilities, and English Language Learners . We have a close partnership with New Settlement with whom we collaborate to curate our after school and summer school to ensure students receive both academic and enrichment programs. We also have a partnership with Lehman college and College Access to ensure our students are are successful in their post-secondary endeavors.
--	--

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	6-12	Nearpod, Peardeck, Parlay, Edpuzzle, school based curriculum	
Math	6-12	Problematic, Peardeck, Delta Math, Nearpod, school based 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)
SWD	10% proficient , NYS ELA Exam SY '18-19	access to supports , family engagement
ENL and MLL	0% proficient , NYS ELA Exam SY '18-19	Language access , Access to supports , Family Engagement

**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
English Language Learners (ELL)	0	By June, 2023, Elementary/Middle School ELA for English Language Learners (ELL) will Increase 2%, from 0 to 2% proficient, as measured by NYS ELA Exam Results.
Students with Disabilities (SWD)	10% proficient	By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will Increase 5 %, from 10% proficient to 15% proficient , as measured by NYS ELA Exam .

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/30/21			
MAP assessment ELA	An increase in ELA predictive scores from 0 to 2%	10%	10%	15%	20%
MAP and NYS ELA Exam	there will be a 3% increase from 20-23% of students achieving one grade level below or higher on the EOY Benchmark Assessment	MAP ELA	21% achieving one grade level below or higher	22% achieving one grade level below or higher	23% achieving one grade level below or higher

#### 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?)
08/17/2022	08/30/2023	Review BOY assessment data , iReady Growth Data and MAP , review curriculum for highest leverage strands
10/30/2022	11/20/2022	Administer baseline assessment , iReady , MAP
12/04/2021	12/11/2022	Create RTI and small group support instruction based on data analysis
01/04/2023	01/08/2023	Progress Monitoring of RTI groups , analyze and reevaluate groupings support group goals

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2023	02/12/2023	Midline assessment , iReady, MAP
02/15/2023	02/19/2023	Review and reorganize RTI and small group support instruction based on data analysis
02/19/2023	02/22/2023	Create RTI and small group support instruction based on data analysis
03/01/2023	03/05/2023	Progress Monitoring of RTI groups , analyze and reevaluate groupings support group goals

#### Family and Community Engagement

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



action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/18/2022	11/19/2022	Parent Teacher Conference	SLT,PA
03/07/2023	03/25/0023	Parent Teacher Conference	SLT,PA
10/02/2022	06/17/2023	After School and Saturday Enhancement	New Settlement

Human Resources	Staffing all vacancies , specifically Special Education and ELA
Instructional Resources	Access to software , digital resources a(including devices ) to keep our curriculum current with career and college readiness skills
Schedule Adjustments	Common planning times for teams across grade level and content area
Other Resources Needed	Access to material and technology

## **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)
SWD	29% proficient , NYS MATH Exam SY '18-19	access to supports , family engagement
MLL	11% proficient, NYS MATH Exam SY '18-19	Language access , access to supports , family engagement

**Elementary/Middle 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
Students with Disabilities (SWD)	29% proficient	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 5%, from 29% proficient to 35% proficient , as measured by NYS Math Exam Results.
English Language Learners	11% proficient	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 5%, from 11% proficient to 16%, as measured by NYS Math 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)
		10/30/21			
MAP assessment	there will be a 3% increase from 17-20% of students achieving one grade level below or higher on the EOY Benchmark Assessment	17%	18%	19%	20%
MAP	there will be a 5% increase from 12-17% of students achieving one grade level below or higher on the EOY Benchmark Assessment	12%	14%	16%	17%

**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?)
08/17/2021	08/30/2021	Review of EOY assessment data , iReady Growth Data ,MAP , review Curriculum for highest leverage strands
10/30/2021	11/20/2021	Administer baseline assessment , iReady, MAP
12/04/2021	12/11/2021	Create RTI and small group support instruction based on data analysis ,
01/04/2022	01/08/2022	Progress monitoring of RTI groups, analyze and re-evaluate groupings and goals

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2022	02/12/2022	Midline assessment , iReady/MAP
02/15/2022	02/19/2022	Review and reorganize RTI and small group support instruction based on data analysis , Review growth data and curriculum to focus on highest leverage strands
02/19/2022	02/22/2022	Create RTI and small group support instruction
03/01/2022	03/05/2022	Progress Monitoring of RTI groups, analyze and reevaluate groupings and support group goals

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/18/2021	11/19/2021	Parent Teacher Conference	SLT , PA
03/07/2022	03/25/2022	Parent Teacher Conferences	SLT, PA
10/02/2021	06/17/2022	After School and Saturday Enhancement	New Settlement

Human Resources	Staffing all vacancies , specifically Special Education
Instructional Resources	Access to software and digital resources (including devices) to keep our curriculum current with college and career readiness skills
Schedule Adjustments	Common planning times for teams across grade level and content area
Other Resources Needed	Access to materials and technology

## **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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
ENL and Multilingual Learners	61% Average Score (four points lower than comparison group)	Language Access. Long Term ELL status, Family Engagement
SWD	61% Average Score (Lower than both comparison group and city)	SpEd supports integrated into class. Departmental planning.

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

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
English Language Learners	61	By August, 2023, High School ELA for English Language Learners will Increase 5%, from 61 to 65, as measured by NYS ELA Regents Exam Results .
Students with Disabilities (SWD)	60	By August, 2023, High School ELA for Students with Disabilities (SWD) will Increase 5%, from 60 to 65, as measured by NYS Regents Scores.

### **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)
		9/13/21			
New York State English Language Arts Regents Exam	4% increase from 61% to 65% of English Language Learners will achieve 2+ as measured by the NYS ELA Regents Exam	61% on CC English Language Arts Regents Exam	61% on CC English Language Arts Regents Exam	62% on CC English Language Arts Regents Exam	65% on CC English Language Arts Regents Exam
NYS Regents Scores	ELA Regents	60% on CC English Language Arts Regents Exam	60% on CC English Language Arts Regents Exam	62% on CC English Language Arts Regents Exam	65% on CC English Language Arts Regents Exam

#### **Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/02/2022	08/30/2022	Data analysis of ELL students scores and misconceptions from previous regents
09/13/2022	09/30/2022	Administer baseline skills assessment
10/04/2022	11/12/2022	Develop of scope and sequences for ELL small group instruction that will work in conjunction with ELA RTI instructional groups

#### **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?)
02/07/2023	02/25/2023	Review 1st semester data and administer midline skills assessment
01/31/2023	02/28/2023	Review and reorganize RTI and ELL small group instruction based on midline assessment
03/07/2023	05/27/2023	initiate tiered intervention

#### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/08/2022	11/19/2022	Parent Teacher Conferences	SLT, PA
03/07/2023	03/25/2023	Parent Teacher Conferences	SLT, PA

Human Resources	Ensuring enough ELA staff (SpEd & Gen-Ed) are hired
Instructional Resources	Updating school created curriculum
Schedule Adjustments	Having common periods for ELA teachers to meet and plan
Other Resources Needed	Materials to support ELA department

# 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)
CC Algebra I scores of SWDs	CCLS Algebra scores	influx in new 9th graders with math deficiencies in SWDs

**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
Students with Disabilities	61	By August, 2023, High School Math for Students with Disabilities will increase 4%, from 61 to 65%, as measured by NYS Algebra I 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)
		9/13/21			
New York State Algebra Exam	there will be a 4% increase from 61% to 65% of the SWD's achieving level 2+ as measured by the NYS Algebra I Exam	61% pass rate	61% average score	average score 63%	average score 65%

## 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?)
08/02/2022	09/03/2022	Review of student IEP's , goals and exam data from the previous year
09/01/2022	09/10/2022	Course programming based on student individual needs
10/04/2022	10/15/2022	Baseline assessment
10/11/2022	10/15/2022	Baseline assessment data used to create tutoring, RTI and small group instructional groups.
10/25/2022	01/28/2023	Progress monitoring of RTI and instructional groups

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/11/2023	midline assessment , review data and reorganize small group support based on student need
02/14/2023	05/12/2023	progress monitor data small group data
04/04/2023	05/27/2023	Small group Algebra tutoring based on student need and data analysis

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/08/2022	11/26/2022	Parent Teacher conferences	PA, SLT, New Settlement
03/14/2023	03/25/2023	Parent Teacher conferences	PA, SLT, New Settlement

Human Resources	Ensuring teachers are hired (SpEd and Gen-Ed) to support math program
Instructional Resources	Updating school created math curriculum
Schedule Adjustments	Individual programming considerations for math.
Other Resources Needed	Materials to support Math Department.

**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)
Social Emotional Support	NYC School Survey 2018-2019 78% - 61% of teachers say that adults at their school recognize disruptive behavior as social-emotional learning opportunities. (Q25f)	Need for more PD around social emotional support for students. Need for more work breaking down the SEF and chunking/analyzing it. Need for increased toolbox for restorative practices.
Social Emotional Support	DESSA 2021-2022 . Scores and debrief revealed trends that more emotional support and mentoring a grade receives the better they perform both academically and socially .	Need for more mentorship opportunities both academic and social. Mentorship opportunities should be both student:student and student:adult parings.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	78	By June, 2023, practices related to Social-Emotional Support will improve 7%, from 78 to 85, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
OORS Data	Suspension & Incident Rates	2021-2022 Incident Level and Infraction Summary (62 Infractions)	78 %	80%	85%

#### Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	09/10/2023	All staff will engage in PD around understanding SEF as well as tools for SEL.
09/13/2022	11/01/2022	Grade and Content teams will engage in bi weekly meetings that include incorporating SEF into curriculum and restorative practices.
11/02/2022	01/31/2023	Staff will engage in PD during election day followed by continuous PD in bi weekly grade and content teams. There will be a Google survey on Election Day for staff to assess. There will be a Google Survey for students to assess how much social emotional support they feel.

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Grade and Content teams will engage in bi weekly meetings that include incorporating SEF into curriculum and restorative practices.
04/01/2023	05/31/2023	Grade and Content teams will engage in bi weekly meetings that include incorporating SEF into curriculum and restorative practices.
06/01/2023	06/28/2023	Staff will engage in surveys to assess SDL success throughout the year.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Parent Workshops	New Settlement , Bronx Cares
02/01/2023	06/28/2023	Parent Workshops	New Settlement , Bronx Cares

Human Resources	We will increase the personnel in the guidance department. We will also leverage staff in the Arts department including Visual Art, Dance, Drama, & Music pedagogues.		
Instructional Resources	We will make use of the SEF and DOE based SEL and CRSE programs.		
Schedule Adjustments	Staff will have common off periods in order to facilitate PD around social emotional learning. School is PROSE which will allow for grade level and content teams to meet bi weekly.		
Other Resources Needed	N/A		

**AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Middle School Multilingual & SWD Chronic Absenteeism Rate	Middle School Chronic Absenteeism (CA) rate at 73% compared to Neither group 31%	Family Language Access, Access to technology, Family Engagement, Academic engagement
High School Multilingual Chronic Absenteeism Rate	High School (CA) rate at 82% compared to neither group 32%	Language Access, Access to Technology, Family Engagement, Academic engagement.

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



Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners (ELL)	82	By June, 2022, Chronic Absenteeism for High School English Language Learners (ELL) will Decrease 50%, from 82 to 30, as measured by Chronic Absenteeism Rate.
Black	42	By June, 2022, Chronic Absenteeism for Black will Decrease 12%, from 42 to 30, as measured by HS Chronic Absenteeism Rate.

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/13/2021			
Attendance Data in ATS	decrease in chronic absenteeism	40%	37%	35%	30%
NY State Report Card and ATS Attendance Data	decrease in chronic absenteeism for Black students	37% MS 39% HS	29.5% MS & HS	27.5	25%

#### 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?)
08/02/2022	08/27/2022	Parent meetings discussing session times. Onboarding for incoming 6th and 9th graders. Summer Professional Development for staff involved with tracking, monitoring, and engaging students around attendance.
10/04/2022	10/15/2022	Meeting of Attendance team to analyze attendance data and create tiered intervention groups
10/18/2022	01/28/2023	Ongoing calls and parents outreach on a schedule dictated by tiered group membership.
09/13/2022	09/30/2022	Conferences with last year's chronically absent students to plan ways in which we can incentivize and support their attendance in the new school year.

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/31/2023	02/25/2023	The attendance team engages in progress monitoring of interventions and tiered group identification of students with increased attendance and movement of tiers, if necessary.
02/28/2023	04/29/2023	Students in tiers III are assigned a staff member for daily check-ins and follow-ups when they are absent.
05/02/2023	06/30/2023	The attendance team engages in progress monitoring of interventions and tiered group identification of students with increased attendance and movement of tiers, if necessary.

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2022	10/29/2022	Parent PD around attendance	SLT, PA
03/27/2023	04/29/2023	Community Celebration	New Settlement, SLT, PA

Human Resources	Hiring Additional Guidance Counselors
Instructional Resources	SEL curriculum
Schedule Adjustments	Adjusting session times to support students scheduling needs. Including hybrid courses when possible
Other Resources Needed	Access to central attendance data and resources including attendance teacher.

## 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)
Graduation preparedness	Graduation Rate, CCR rate	student needs as indicated on IEPs are not being met leading to credit loss

**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 August, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Graduation rate of SWDs by Increase 5, from 90% to 95, as measured by 4 year graduation rate .

### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/14/2020			
Graduation rate of SWDs	Percentage of Cohort X SWDs on track to graduate (Progress to graduation tracker)	36%	40%	60%	75%

### Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/13/2022	12/20/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	On going meetings with SBST, Sped liaison, and AP overseeing special education
09/13/2022	12/20/2022	Develop appropriately rigorous standards-aligned annual goals	Staff PD on annual goals section followed by targeted support of individual teachers informed by school IEP Reviews
09/13/2022	12/20/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Staff PD on "impact of disability" statements followed by targeted support of individual teachers informed by school IEP Reviews
08/16/2022	01/31/2023	Ensure that programs and services mandated on each student's IEP are delivered	Ongoing collaboration between SIT team and school scheduler
09/13/2022	12/20/2022	Ensure that all students with disabilities receive academic and transcript auditing twice a semester	Counselors meet with IEP team and student's teachers to discuss progress and alignment of student strength, needs, and management needs as listed on IEP
09/06/2022	01/25/2023	Conduct IEP meetings within specified compliance dates	Ongoing monitoring of Status of annual reviews and IEP finalized by compliance date report on SESIS
09/13/2022	01/25/2023	Monitor referrals to Special Education to ensure appropriate referrals only	On going meetings with SBST, Sped liaison, RTI/Data specialist and AP overseeing special education

### 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)
09/14/2022	06/20/2023	guidance counselor has direct communication with families at the beginning of each semester	

Human Resources	Guidance counselor staff, College access center
Instructional Resources	College Access for all curriculum resources
Schedule Adjustments	Individualized schedules for students, four semester courses to improve regents pass rate.
Other Resources Needed	N/A

## AREA OF CONCENTRATION GRADUATION RATE

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
ELL 4 Year Graduation Rate	dropped to 65% in 2022 from 74% in 2021 as per ATS	Academic supports for students with IEP

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners (ELL)	65%	By August, 2023, Graduation Rate for English Language Learners (ELL) will Increase 5%, from 65% to 75%, as measured by Graduation Rate .

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/2022			
performance dashboard and graduation tracker	performance dashboard	65%	68%	70%	75%
Credit Accumulation & Regents Results	Graduation Rate	75%	75%		

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	09/30/2022	Academic advisement of all seniors including academic standing, exam accumulation, and explanation of current course enrollment
10/04/2022	10/29/2022	Data analysis of academic standing and assignment in tiered intervention groups
11/08/2022	12/17/2022	Mid-semester academic advisement by Guidance Team

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/18/2023	Spring semester academic advisement of all seniors including academic standing, exam accumulation, and explanation of current course enrollment
03/01/2023	03/31/2023	Progress monitoring of tiered supports ( and possible realignment of groups) using Fall semester course grades
04/04/2023	05/13/2023	Midsemester academic advisement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	09/30/2022	Understanding Credits and Graduation Webinar	PA, SLT
11/15/2022	12/17/2022	Keeping your Student On Track PD	PA, SLT

Human Resources	Hiring Additional Guidance Staff
Instructional Resources	Additional Course offerings for students with NX
Schedule Adjustments	Adding hybrid experiences for students in need of multiple credits.
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)
College Readiness Black	CCCR was at 20% less than all students (2021 Data dashboard)	lack of access to supports during remote learning

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	44	By June, 2023, College, Career & Civic Readiness (CCCR) for Black will Increase 16%, from 44 to 60, as measured by CCCR Index.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/25/21			
New York State Regents & AP Exams, Student enrollment rate in advanced courses	increase in CCCR rate	45% CCCR rate	45% CCCR rate	50% CCCR rate	60% CCCR rate

**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?)
08/02/2022	06/10/2023	Fall informational and enrollment in College Now and AP courses
11/15/2022	11/26/2023	Data analysis of progress report grades in advanced and AP courses
11/29/2022	12/17/2022	Academic advisement of students enrolled in advanced courses informed by progress report grades and collaboration with College now instructors

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/02/2023	01/28/2023	Spring informational and enrollment in College Now Courses
03/28/2023	04/28/2023	Mid-semester academic advisement
05/02/2023	05/19/2023	AP examination prep course in collaboration with College Now

**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)
12/13/2022	01/14/2023	College Now Informational	Lehman College, SLT, PA
05/02/2023	05/27/2023	AP "Is for Me"	PA, SLT

Human Resources	College Counselor, AP Coordinator need to make these priorities.
Instructional Resources	Updated AP Course Syllabi
Schedule Adjustments	Allowing schedule flexibility for students enrolling in College Now
Other Resources Needed	AP review materials

# 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 3	I-Ready/ MAP assessment	Rewards Reading	Small group	during school day	no
Tier 2	I-Ready/ MAP assessment	2nd period RTI	small group	during school day	yes

## 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	Teacher reports OORS data	mandated counseling	small group	during the school day	no
Tier 3	Teacher/ Provider reports OORS data	mandated counseling	one to one	during the school day	no
Tier 3	Teacher/ Provider reports OORS data	daily checkins/ progress monitoring with identified staff	one to one	before during and after the school day	no

## Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>99 students</p>
--	--------------------

<p>Describe the services you are planning to provide to the STH population.</p>	<p>Increased social emotional support and familial outreach. Guidance counselors will check in with students and families more frequently to identify supports that can be offered by the school community or our CBO partner. The school will support families with transportation/ bussing by reaching out to district transportation liaison and bus companies.</p>
---	--

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

Support for Parents and Family Members of Title I Students
<p>[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;</p>



### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

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

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

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

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

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

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

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

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

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

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

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

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

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

## PART I: SCHOOL ML/ELL PROFILE

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

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

### A. School Information

District:	09
Borough:	Bronx
School Number:	327

### 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	Alixandre Ricci
Assistant Principal	Caroline Rivera
Coach	Emily Little
Coach	N/A
English as a New Language (ENL)/Bilingual Teacher	Ornela Valdez
School Counselor	Nancy Pichardo
Teacher/Subject Area	Maria Zamora/ ENL
Teacher/Subject Area	Kimberly Garlow/ ELA
Parent	Ester Varela
Parent Coordinator	Angie Gomez
Related-Service Provider	Zimmad Imam

---

## 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:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

### 2. Certified Teachers with a Bilingual Extension

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

### 3. Foreign Language/World Language Certified Teachers

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

## D. Student Demographics

Total number of students at your school (excluding pre-K):	699
Total number of current ELLs at your school:	95
Total percentage (%) of current ELLs at your school:	14%
Total number of former ELLs at your school:	28
Total percentage (%) of former ELLs at your school:	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	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	N/A	N/A	0	0	0	0	0	0	00	00	00	0	0	0		0
DL				0													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**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a New Language from a certified ENL teacher. We utilize a Freestanding ENL program, with stand-alone and integrated models. Students are placed as per their grade and age appropriate level. Their English proficiency varies between some entering and emerging, transitioning and the majority in expanding. Therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs. Entering and Emerging students in grades 6-8 each receive 180 minutes of stand alone instruction and grades 9-12 receive 360 minutes of stand alone instruction a week. Transitioning students in 6-12 receive stand- alone instruction for 90 minutes per week. Stand alone groups are mixed grades and are based on proficiency level. Language development instruction is provided by a licensed ENL teacher, in order to achieve and acquire the necessary language skills for content core areas. Using small group instruction allows us to provide targeted instruction to students in different classes. For the students at the entering level, a stand-alone ENL program is designed and aligned with the ELA curriculum as part of the middle school wide RTI period. Students receive 180 minutes of stand-alone ENL and 180 integrated into the ELA class. In the high school students are grouped in content area courses based on NYSESLAT proficiency levels and these groups may be mixed grades based on student credit accumulation , while in the middle school students are mainly in heterogeneous groups within the same grade level.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Students in all proficiency level receive the remainder of their units of study through integrated ENL instruction. ENL students are programmed to have some overlapping classes where they service can be provided. In Integrated ENL the students will receive English Language development and core content area instruction through a co-teaching model with the ENL teacher and content specific teacher. Students will receive home language support as well as different appropriate scaffolds to help them be successful in each class. The class groups will travel together and the ENL teacher will provide her instruction of 180 minutes per week for expanding, emerging and entering students. 90 minutes for the transitioning and commanding students as well.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Mandated instructional minutes are provided according to the proficiency levels. The ENL teacher is aware of the New York State mandated minutes of instruction for their ELLs. CMSP 327 is in compliance in regards to our programming and scheduling based upon the state mandates. ENL students identified as either Entering (EN) or Emerging (EM) receive 360 minutes of ENL instruction per week, and ENL students identified as Transitional (TR) or Expanding (EX) receive 180 minutes of ENL instruction per week. For our high-school ENL Entering students we provide 540 minutes of ENL instruction a week, for the Emerging ELLs 360 minutes a week, and for the Transitioning and Expanding ELLs 180 minutes of ENL. The students in the Commanding level will be provided with 90 minutes of ENL services a week. Middle school former ELLs will be provided small-group language support as well as individualized language support during our second period RTI.</p>
---	--

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?	17.9% of our ELL are Newcomers. Parents self reported at of these students none of them have received inconsistent or interrupted formal education. We do have SIFE students who we work with SIFE students by making sure that we build a supportive environment that responds to the immediate social , cultural , and linguistic needs of such students . We work on activating students' prior knowledge to stimulate student motivation and determine where to start instruction and plan intervention and next steps . Some other strategies include : word associations , KWL charts , and anticipation guides . A print-rich environment, grade -appropriate texts or texts that are written closer to students independent reading level , high interest , low level books , and bilingual glossaries provided to support such students ' learning.Additionally small group instruction strategies include: Total Physical Response , modeling, bridging, contextualization, and text representation.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	of our ELLs are designated 49.5% Long term ELLs. Students who have received ENL services for six or more years are eligible to receive Academic Intervention Services . This is provided for long-term ELLs , ELLs with special needs, and ELLs who need transitional support in academics. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using reading intervention programs focused on helping them achieve grade level proficiency in each essential reading component like phonemic awareness, comprehension etc. They are placed in flexible groups to maintain rigor as appropriate . Students are provided with additional instructional time during extended day and afterschool. Students are supported using the Response to Intervention (RTI) model during a designated period of the school day.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	3.9% of our students are former ELLs. Former ELLs supported using differentiated instruction, and small groups . Our school has been focusing on the integration of the practices of advance literacy. These practices provide supports for current and former ELLs. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through an emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they score proficient

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Students across grade levels score highest in Speaking followed by the writing modality. Our students in grades 6-8 have relatively high scores in listening as well but we don't see the same trends in the High School. Across grade levels the modality which we need to focus on is reading as students seem to struggle in this area. Looking at data of students who scored low in specific modalities by grade level, we find that across grade levels we have more students who scored low in the writing modality meaning students scores in this modality were polarized. Across the other modalities while students many not have scored high many of them did not score very low either they just did not meet proficiency.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>he majority of the students who scored entering on the 2019 NYSESLAT were in the two year grace period and did not take the ELA state exam. At the emerging and transitioning levels students scored level 1 on the state exam but when we move to the expanding level, we begin to see a subset of students who score level 2s. This trend continues on the Commanding level where we have students who passed (scoring level 2) and a small number of students who scored proficient on the ELA exam with level 3s. However we notice that a passing score levels 2-4 does not always correspond to higher levels on the NYSESLAT. We see a closer correspondence while comparing the state Math exam and NYSESLAT scores.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The highest at-risk indicators include long-term ELLs ,over-aged ELLs and Former ELLs and Under credited (HS Only)?, and students with levels 1 or 2 in ELA or math for either the last year or two consecutive years. about 50% of our ELLs have between 7-9 indicators. Attendance does not seem to be an indicator.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Spanish is the home language with the largest representation at our school. We have several bilingual staff members , translation for all parent and family meetings and written communication.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>Ethnically 94.7% of our ELL students identify as Hispanic within the 5.3 who identify as not hispanic students self identify as racially black and white almost equally. We see a diverse distribution of racial identification within the Hispanic group as well. About a third identify as black another third white and the final third a mix of American Indian, multiracial, and Pacific Islander.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The majority of our ELL students on the high school level are also SWDs 72% . When looking at our long term ENL students (those with more than 6 years of service) we see that the vast majority of them 71% are SWDs. Of these students, 89% of them have scored at the expanding level but seem to have difficulty moving, likely due to print based struggles related to their disabilities. Looking at the data of our SIFE students, they make up almost 40% of our students who scored at the emerging level but are not represented at any other NYSESLAT level.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's Instructional Leadership Team has been focused on the implementation of advanced literacy structures and supports for all students including ELLs. This work has been focused on differentiation for our special target population including our ELLs. It includes support for teachers in their professional development around this topic.</p>
---	--



<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>At CMSP 327 the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the content area teachers provide multiple opportunities for discussion and comprehension development based on experiments and projects conducted in class with readily available opportunities for students to analyze data, and learn the scientific experiment methods. In addition, ENL classes include instruction designed to improve content area achievement. For example, the use of various non-fiction texts in ENL classes gives teachers the opportunity to teach and reinforce non-fiction, content area reading, and writing strategies.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Small group and differentiated instruction is implemented across grade levels. Raz Kids an interactive software that supports language development and provides leveled electronic texts. Duo Lingo is utilized for entering and emerging ELLs.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. Some of our ELL-SWD students are main streamed for certain subjects and some others attend a research writing class with non-disabled peers. The same ELA and Math curriculum is used for students with disabilities. This curriculum is modified and scaffolded to fit the needs of ELLs with disabilities. An RTI program is in place to target specific needs of students. These strategies include, word associations, KWL charts, and anticipation guides. A print-rich environment, 21 of 36 grade-appropriate texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group instruction strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation. In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Texts that better assist students in learning core academic objectives will be used, in order to provide access to the key grade-level appropriate concepts in the curriculum. This assists our students to strengthen their literacy skills and allows for differentiated instruction within the classroom. Cooperative learning, comprehensible input, technology, and current events to help students reach and exceed their reading and writing levels. In addition, our school uses Achieve, another program that assists students in the development of their phonemic awareness, decoding skills, fluency, and spelling.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At Comprehensive Model School Project, we utilize IREADY diagnostic and progress monitoring to assess all students in the middle school. Students in grades 6 -12utilize STAR reading assessment as well. School leadership filter this data to track the progress of ENL students. Teacher created assessments are used to supplement this data and provide information on the other modalities which are not directly tested by the standardized assessments ( writing,speaking, and listening). Knowledge of common strengths and weaknesses aids our ENL leadership team in planning curriculum and selecting leveled text for units of study. Through item analysis, the ENL teachers use the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that ELLs can benefit from increased reading and writing practice. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy. We also use item analysis from the NYSESLAT, NYSITELL, the ELA exam results, and the teacher made tests/observations to learn which specific learning skills our ELLs are not meeting. We subsequently make plans to target these skills in their instruction.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>After school classes and tutoring in ENL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Entering, Emerging, and Transitioning ENL students takes place between 3:15 P.M. to 4:15 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. After school classes and tutoring in ENL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Entering, Emerging, and Transitioning ENL students takes place between 3:15 P.M. to 4:15 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>At Comprehensive Model School Project, we utilize IREADY diagnostic and progress monitoring to assess all students in the middle school. Students in grades 6 -12 utilize STAR reading assessment as well. School leadership filter this data to track the progress of ENL students. Teacher created assessments are used to supplement this data and provide information on the other modalities which are not directly tested by the standardized assessments ( writing,speaking, and listening).</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Spanish LAB is administered to identify English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for a learning disability as well as per their language deficiencies. We also conduct teacher created assignments with the help of the our language department.</p>

<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The success of our ELL program is evaluated by the number of students who advance from entering, emerging, transitioning to expanding and ultimately commanding as evidenced by the NYSESLAT results. We also use the STAR Reading and IReady test results at the end of the school year. We also utilize the ELA BOY and EOY MOSL assessments of ENL students to track their growth with reading and writing. Using all of this data our teachers work together during professional periods and during our grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Within the allocated window provided by the DOE students will be scheduled based on testing grade band for each session. Speaking will be administered individually in grades 6-12. SWDs will be provided with allowable accommodations as per their IEP. The speaking will be administered by licensed ENL providers to student they don't teach. Sessions 1 2 &amp; 3 will be proctored by any licensed teacher and the written portions will be scored by a team of teachers.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction on. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. Some of our ELL-SWD students are mainstreamed for certain subjects which represent their area of strength.</p>
<p>b. SIFE</p>	<p>At CMSP, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating students' prior knowledge to stimulate student motivation, and determine where to start instruction as well as layout the next steps. Some other strategies include: word associations, KWLcharts, and anticipation guides. A print-rich environment, grade-appropriate texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning.</p>

c. Newcomer	Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ENL student as learning buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer. Vocabulary development, visuals, repetition, and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).
d. Developing	Students who have received ENL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during extended day and after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model.
e. Long Term	Pair and group work is planned for long-term ELLs to ease their frustration and to further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.
f. Former ELLs up to two years after exiting ELL status	Former ELLs are supported using differentiated instruction, and small groups. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through an emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they are commanding.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	In our Free-standing ENL program, our ELLs receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs determined to be dominant in a language ?????? other than English, also receive additional native language support through the inclusion of bilingual paraprofessionals in their classroom.
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?	Currently our school offers Spanish for all high school students.

## **21st Century Adult Learning**

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>All of our ELL personnel and teachers of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students throughout the academic school year. At CMSP 327, we hold monthly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ENL teachers frequently attend professional development seminars and workshops related to ENL curriculum and instruction throughout the academic year. Our ENL liaison attends the monthly liaison meetings for the district and subsequently returns to turn-key the information to the rest of the staff. School wide peer observation program is also used as a vehicle for professional development. Differentiated strategies to support ELL students are highlighted and talk to staff utilized by teachers and classrooms and observed by colleagues. As part of this program teachers are able to share effective strategies provide one another feedback and assess the effect on student learning outcomes using observational data and a student work protocol. This peer observation protocol is currently being amended to support any changes created by the need for social distancing.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>This year we are focusing on Questioning and Discussion, RTI, advanced literacy, and academic vocabulary training in many of our professional development seminars. Throughout the 2020-2021 school year, our ENL teacher will receive professional development in effective ENL instructional practices in-house and outside the school building courtesy of our CFN. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices to best serve our ELL populations. 15% of professional development hours will be provided for all teachers, and 50% for the ENL teacher which will be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction for ELLs. Staff development will begin in September 2021. The ENL teacher will provide the training for all classroom and special education teachers. In addition, the ENL teachers will continue to attend professional developments offered by the Office of Language Learners as well as monthly ELL Liaison meetings, which are facilitated by our CFN.</p>

## **Strong Family-Community Ties**

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The parent can arrange a meeting at any time to talk with the ENL teacher about progress and goals for the student. We evaluate the needs of parents through surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>At Comprehensive Model School Project 327, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Parent Coordinator and Parent’s Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision-making, and other aspects of our school governance. etc. Some of them volunteer to chaperone trips, field days, school dances, and other festivities.</p>

## **Additional Information**

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

## **PART VI: ELL IDENTIFICATION ATTESTATION**

### **Identification Plan**

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>To assist our ELLs in their transition from elementary school to the middle school and from middle school to high school, the Comprehensive Model School Project organizes a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. Parent coordinator, administration, and ENL liaison, will be involved.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Members in the identification team are the ENL liaison, school secretary, guidance counselor and parent coordinator. 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 a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. 2. Enrollment status of each newly admitted student is determined a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. b. If 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, theDOE’s over-the-phone translation services, or an alternative, high quality translation service. 4. An interview with parents and students in English and the home language is conducted. 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 an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 6. Student is administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent’s preferred language. a. Parent is notified of their child’s ELL status and results of the NYSITELL. 8. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

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

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

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Melina	Portuhondo	Guidance Counselor	2020	Yes	yes
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
ARABIC	2	.2	2	.2
BENGALI	2	.2	2	.2
FRENCH	1	.1	1	.1
GREEK	1	.1	1	.1
HAUSA	0	0	1	.1
ENGLISH	461	46.9	456	46.39
SPANISH	512	52.09	517	52.59
SONINKE	2	.2	2	.2
TWI	1	.1	1	.1
WOLOF	1	.1	0	0

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
GREEK	1	1
SPANISH	8	

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>WE USE BLUE CARD RETURNED (DIGITAL AND PHYSICAL) IN ORDER TO UPDATE INFORMATION IN ATS. WE ALSO HAVE UTILIZED A SELF CREATED INTERACTION LOG IN ORDER TO UPDATE PREFERENCES FOR LANGUAGE AND MODES OF COMMUNICATION.</p>
---	---

## PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
FLYERS	MONTHLY	PARENT COORDINATOR TRANSLATES
SOCIAL MEDIA ANNOUNCEMENT	WEEKLY	PARENT COORDINATOR TRANSLATES

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



Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
PARENT TEACHER CONFERENCE	QUARTERLY	STAFF MEMBERS ASSIST WITH TRANSLATION
GRADUATION	ANNUAL	SPOKEN WORD: TRANSLATION SERVICES CONTRACTED.
COLLEGE MEETINGS	QUARTERLY	STAFF MEMBERS ASSIST WITH TRANSLATION

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..)	ROBOCALL, EMAIL, REMIND APP : SCHOOL WIDE DISTRIBUTION IN BOTH ENGLISH AND SPANISH
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	PERSONAL CALL, EMAIL (IN PREFERRED LANGUAGE)
(C) If a parent has an emergency and needs to contact the school.	PARENTS CALL SCHOOL ANYTIME WITH BILINGUAL STAFF TO ADDRESS THE CALL AND RELAY MESSAGE/TRANSFER CALL.

**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	TRAINING/ STAFF HANDBOOK
Over-the-Phone Interpretation Desk Aid	TRAINING/ STAFF HANDBOOK
Language Access Handbook	TRAINING/ STAFF HANDBOOK
T&I Unit InfoHub Link	TRAINING/ STAFF HANDBOOK

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	Staff is provided with information about the Language Access Translation Services and how they can use it to ensure they can communicate with parents and families in their home language. They are also provided with information on how to request over the phone translation services if they have a meeting or are reaching out to a family.
---	--

**PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE**

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent’s Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>ENSURING THAT PARENTS HAVE ACCESS TO TRANSLATED FLYERS AND WHEN THEY ARE IN SCHOOL THEY SIGNAGE IS IN THEIR LANGUAGE. LIMITED ENGLISH PARENTS THROUGH INTERACTION WITH THE LAC WILL BE EMAILED/CALLED INFORMING THEM OF THEIR RIGHTS AS PARENTS.</p>
---	---

## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>PARENTS ARE SURVEYED BY LAC</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>INFORMATION AND DATA FROM SURVEY FROM PARENTS IS DISSEMINATED TO PUPIL ACCOUNTING AND OTHER RELEVANT GROUPS.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

## PART A: SCHOOL INFORMATION

Name of school:	Comprehensive Model School Project 327
DBN:	09X327
<b>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.</b>	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:	112
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>The ENL program at CMSP 327 will serve students in grades six through twelve, (through blended instruction). Rationale: Our school’s language instruction program for English Language Learners will provide additional direct instructional services for them using Title III Funds. An after–school tutorial program will be held on Monday - Thursday After-School: 2 teachers, 55 Sessions, 1 hour each We will also be conducting a Saturday School Enhancement program (remotely during Hybrid model instruction) Saturday Academy: 2 teachers, 10 sessions, 3 hours each A minimum of ten ELLs per class (including students with special needs) will participate in this program with a certified ENL teacher. The After school and Saturday program dates of operation are September 20th-June 17th. Different assessment data were analyzed to determine that this target group needs extra support. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges from Entering to Commanding, while their reading level is far below their grade level. A certified ENL teacher will provide instruction for these students. Specific attention will be drawn to expanding their vocabulary, language development, and writing. Students will read, speak, and write about the different content areas with the purpose of enhancing their academic language needed for success. The use of scaffolding techniques, visuals, and real-life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Math, and Social Studies. The scaffolding techniques include Modeling, Bridging, Schema Building, Contextualization, Text Representation, and Metacognition. Authentic experiences will promote the connection to the real world as they increase their English language proficiency. Formal and informal assessments will be constantly used to reassess students’ growth with the purpose of determining further instructional goals to better meet their needs. ENL students are required to attend both the After School Tutoring and Saturday Enhancement. After-school tutoring, and Saturday Enhancement programs begin September 20th and will continue until June 11th. The ENL coordinator will keep an attendance binder in room 332, where the attendance sheets will be kept in addition to the parent letters sent in the Home Language.</p>
<p>Rationale</p>	<p>After converting our Ell’s NYSLESLAT raw scores to scale scores, using the Data Analysis Tool (EDAT), the data demonstrate that the ELLs need the most support in reading, listening, and writing. As a result of this deficiency in reading and writing skills, we have chosen to use materials that specifically target these areas. We have created a homegrown ELA curriculum with elements of SIOP and all daily lessons will be created to incorporate strategies and modifications that will meet the needs of our ELL population. The curriculum is aligned to the Common Core Learning Standards, New Language Arts Progressions, and Home Language Arts Progressions. It covers all language and literacy standards with a connection to grade-level content. We believe that using a collaborative and horizontally aligned curriculum will help our ELLs and all students make significant gains in both their State Exams and NYSESLAT exam with the plan to move beyond ENL instruction. Moreover, to assist our students in strengthening their literacy skills and allow for differentiated instructions within the classroom. We are using STAR Reading and IReady, programs that will track student progress and utilize student data to drive instruction, grouping, and lesson planning.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The students have grouped based on content area need as well as English proficiency level. ELLs with disabilities will be grouped together in order to receive adequate help based on their learning disability as well as their language need. There will also be parallel teaching and flexible grouping, based on needs. Students will also be grouped with other students who speak the same language, who can provide additional support for understanding. They will be encouraged to use their home language to make connections to English in order to understand language structure and organization.</p>
<p>Schedule and duration</p>	<p>During the week, tutoring will take place in two different classrooms. The ratio will be one ENL teacher for every ten English Language learners. On Saturday the program is for 3 hours and therefore the ENL and content area teacher will split the time they have with the students. The Saturday instruction will be done in 90-minute blocks of direct instruction for the ELLs.</p>
<p>Language of instruction</p>	<p>Monolingual ENL program (English). The language of instruction will be English with the support of the home language. Students will be able to read books in their home language in order to increase their L1 proficiency.</p>
<p>Number and types of certified teachers</p>	<p>2 ESOL teachers</p>
<p>Types of materials</p>	<p>Getting Ready for the NYSESLAT text Raz Kids CNMSP ENL curriculum and materials</p>

<p>Include any additional details here:</p>	<p>N/A</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School,Saturday Academy</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,6,7,8,9,10,11,12</p>

## PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>On-going Professional Development is an important part of teachers' efforts to better serve our ELL students at CMSP 327. Aligning teaching with the NYS New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP), and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The Title III ENL teacher articulates with the classroom teachers who have English language learners in their classes to discuss topics to be taught as well as best practices in ENL methodology. Separate sessions are scheduled on Scaffolding Language and Learning, Differentiated Instruction for students at different English proficiency levels, and Quality Teaching for English Language Learners' strategies. All workshops are aligned to the instruction provided during the Title III after-school tutoring sessions and Title III Saturday school sessions. In addition to this, we will offer co-teaching workshops to ensure best practices in the classroom. The above-mentioned PDs will provide the necessary preparation for teachers to help ELLs in their classrooms. The PDs will enhance teacher knowledge and skills, which will result in changes to teaching practices. Ultimately if the teachers are better prepared to serve our ELL population, student language and academic achievement will be higher.</p>
<p>Rationale</p>	<p>On-going Professional Development is an important part of teachers' efforts to better serve our ELL students at CMSP 327. Aligning teaching with the NYS New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP), and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school.</p>
<p>Teachers to receive training</p>	<p>The workshops will be provided for the mainstream/general education teachers who have ELLs in their classes and who work directly with the Title III ENL teacher, during grade-level meetings. Robert Golemba Lucy Harrington Cecilia Agular, Vilma Kere, Julian Dawkins, Lisa Moore, Jessica Beck, Jenny St. Leger, Chelsea Arthur, Emily Little, Peter Kleiner, Melissa Crespo, Julie Carlton</p>
<p>Schedule and duration</p>	<p>45 minuted sessions once a week 8 week cycle</p>
<p>Topics to be covered</p>	<p>- Writing Process for English Language Learners Curriculum and Instruction - Integrated Co-Teaching- Monthly - at grade level meetings - Strategies and Scaffolds/Co-teaching ELLs - - Assessment and Accommodations - -Workshop on digital learning platform( Google Classroom) -Workshop on Next Generation Learning Standards</p>
<p>Name of provider</p>	<p>PDs will be provided by the certified ENL teacher, Ornela Valdez. She will ensure to keep a record of the agenda and attendance sheet for each PD provided.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>Parents are informed of the related policies as well as assessments, state standards, school expectations, and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents to address their concerns. Bilingual staff is in attendance to provide the translation. Parental notification of non-English speaking parents is done through school personnel as mentioned above. The Principal’s communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish-speaking families. We also access the translation unit’s services for oral translation over the phone for languages other than Spanish. Additionally, we have multi-lingual staff in the building that can translate. In this manner, we are able to communicate with our non-English parents and students. Parents receive phone calls and letters from teachers that inform them about the after-school program and the student’s progress. We provide an over-the-phone interpreter when calling parents. We make sure that activities in the Title III program for parents are based on parental interest gathered from surveys and questionnaires in both English and Spanish.</p>
<p>Rationale</p>	<p>At Comprehensive Model School Project, parents are partners of the school and their involvement is needed and valued. They are a vital part of our school's Leadership Team. Parents of both ELLs and our immigrant population are oriented to the programs we offer as well as programs offered by the NYCDOE. It is our hope that by engaging families we can gain their support in our academic efforts with students and encourage use of language skills taught in the classroom at home as well.</p>
<p>Schedule and duration</p>	<p>We value parent involvement in their children’s education as an important factor to achieve our goals as educators. We have ongoing contact with parents of ELL students three times a year (September, November, and April). In addition, we have planned to provide the virtual sessions</p>
<p>Topics to be covered</p>	<p>1. ELD -English Language Development 2. Common Core Learning Standards-Math Fluency 3. Develop a Family Literacy Program for Parents - Parents will learn English and basic computer skills. 4. Homework Success 5. Multicultural Family Night 6. ELL parent meetings - 7. Workshop on the digital platform learning environment (the Google Classroom Platform) 8. Workshop on Next Generation Learning Standards</p>
<p>Name of provider</p>	<p>ENL liaison and provider Ms. Valdez</p>
<p>How parents will be notified of these activities</p>	<p>The ENL teacher and the Parent Coordinator will reach out to parents through notification letters, flyers, and phone calls. Records will be kept in a binder in Room 332 by Ms. Valdez.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART E: BUDGET

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

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

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

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

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

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

#### Directions:

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

Your school’s Title I Program	Title I SWP
-------------------------------	-------------



## Part 2: All Title I Schools

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Area of Concentration- Social Emotional Support for At Risk Students * Training for all staff on how to identify and support students in trauma * Developing a music program to support students *Developing a Swim program to support students *Hiring additional Guidance Staff Area of Concentration- Addressing Learning Gaps and Learning Loss due to The Interruptions To Formal Education Due To The Pandemic * Purchasing educational software and technology to increase access for all students * Working with a universal screener to assess knowledge * Purchasing of culturally relevant books</p>
--	--

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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<sup>2</sup>. **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	\$50,000- Music and Swim Program	X	SEF
FSF	Local	\$TBD -Personnel Hiring - Guidance Counselors	X	SEF
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

## 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.

<sup>2</sup>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.
-