

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	09X350
School Name	New Directions Secondary School
Principal	James Waslawski

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	New Directions Secondary School
District Borough Number (DBN):	09X350
Grades Served:	9-12 Transfer High School
School Address:	240 E. 172nd St, Bronx, NY 10457
Phone Number:	(718) 410-4343
Fax:	(718) 410-4101
School Contact Person:	James Waslawski
School Contact Person Email Address:	JWaslaw@schools.nyc.gov

Principal:	James Waslawski
United Federation of Teachers (UFT) Chapter Leader:	Maria Erickson
Parents' Association President:	Barbie Melendez
SLT Chairperson:	Maria Erickson
Title I Parent Advisory Council Chairperson (PAC):	Rita O'Bryant
Student Representative(s) Middle /High School:	Jessica Guri
Student Representative(s) Middle /High School:	Abdul Gamene
Community Based Organization (CBO) Representative:	Jolyon Davis
School-Based Students in Temporary Housing (STH) Liaison:	Shaquieta Boyd

District Information

Geographic District:	09
Superintendent:	John Sullivan
Superintendent's Office Address:	198 Forsyth Street, New York, New York 10002
Superintendent's Email Address:	JSulliv3@schools.nyc.gov
Phone Number:	(646) 654-1261
Fax:	(646) 654-1742

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	
James Waslawski	Principal or Designee*		
Maria Erickson	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Victor Olazagasti	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Nahum Laureano	District Council 37 (DC 37) Representative (staff), if applicable		
Benita De Leon	Title I Parent Advisory Council Chairperson (or alternate)		
Pamela Santana	Student Representative (Required for middle and high schools)		
Francis Alieu	Student Representative (Required for middle and high schools)		
William Hooks	CBO Representative, if applicable		
Kathleen Granados	Teacher		
Natalie Williams	Teacher		
Carmen Cruz	Teacher		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
James Waslawski	Position (Constituent Group) - Principal (School Leadership)	
Maria Erickson	Position (Constituent Group) - Teacher (UFT Rep)	
Victor Olazagasti	Position / Constituent Group - PA President (Parents)	
Pamela Santana	Student	

Stakeholder Participation

Background

The CEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations and Chancellors Regulations A655. All schools are expected to engage stakeholder representatives (via the School Leadership Team/Community Engagement Team) at every step of CEP development. Follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Steps

The School Leadership Team will engage in five distinct steps to develop the CEP.

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.
- Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
06/16/2022	Discussion of attendance and student scholarship reports (on Zoom)	Discussion of priority needs addressed by schedule and program	Extended time for instruction	Summer 2022 session invitations; Period 9 instruction from second week of September; October MAP growth data collection	
06/23/2022					

Stakeholder Involvement Signature Page

Directions: In the table below, list the individuals involved in the development of the CEP, their relationship with the school, and the dates in which they

participated. The individuals listed should include members of the School Leadership Team and, where applicable, the Community Engagement Team (for Receivership schools). The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE CEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the CEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Dates Involved (enter m/dd in the space below for each date the individual attended)

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Comprehensive Support and Improvement (CSI) / Receivership
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Provide your school's mission statement:	New Directions Secondary School assists disconnected teens in navigating the many complex issues they face in the successful completion of their education. By providing substantial social and emotional support, college and career coaching, and an accessible standards-based curriculum, our school works on all levels with struggling teens, teaching them how to become successful in school and beyond.
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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.	New Directions Secondary School continues to fulfill its mission to enroll youth seeking an alternative educational opportunity for a wide variety of reasons. We take over-aged first time ninth graders, newcomers as well as conventional transfer high school students in their 10th, 11th or 12th grade years. As we are located in the Claremont Village section of the Bronx with close proximity to buses, subways and major roads our school, campus and surrounding community are burgeoning with youth seeking to successfully complete their high school education with a foundation for entry level employment opportunities and / or a college career. We currently have 131 students comprised of: Asian: 1% Black: 24% Hispanic or Latinx: 71% Native American: 4% Native Hawaiian/Pacific Islander: 0% English language learners: 54% Students with disabilities: 18% Overage/under-credited: 34% Male: 55% Female: 45%
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	9-12	HMH Collections;	Teacher created units
Math	9-12	Delta Math	Teacher created units
Science	9-12	New Visions Digital curriculum	Adapted for G. C.
Social Studies	9-12	Passport	Adapted for G. C.

Summarize key strengths that contributed to the achievement of the previous year's annual goals.	Our key strengths are embodied in the Transfer School Pillars: Pillar I: Target High Needs Populations Pillar II: Conduct Student-Centered Admissions Pillar III: Provide Unique Instructional Supports Pillar IV: Individualized Student Support Services (SEL) Pillar V: Provide Tailored Post-Secondary and College/Career Readiness Preparation
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Identify significant challenges or obstacles that may have negatively impacted the achievement of the previous year's annual goals.	Our most significant challenge was helping students recover from the impact of the pandemic while addressing inequities such as learning loss. Measuring student achievement became an ongoing obstacle due to inconsistencies with daily student attendance which contributed invariably to increases in chronic absenteeism. When NYSED canceled the January 2022 Regents Exams as a result of widespread increases in COVID-19 infections, we lost yet another opportunity to measure student progress. The need for academic, social and emotional, and mental health supports remains something more than a short-term challenge.
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<p>The Equity Self-Reflection is designed to support schools as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion:</p> <p>Describe how the <i>Equity Self-Reflection</i> informed the development of the plan.</p>	<p>We used the Equity Self-Reflection document to identify our areas of strength and areas for development around issues of equity. As an intentionally small, supportive learning environment serving many high needs students, our model creates a welcoming and affirming environment in partnership with our community-based organization. Our school-wide celebrations, afterschool clubs, sports, internship and Learn-to-work programs, and small classes provide opportunities for all students to engage with supportive adults and one another. We prioritize social-emotional learning through advisory and/or restorative justice practices. As a school, we will continue to build on the district-wide work of reviewing and revising curricula to be more culturally responsive and to integrate culturally responsive teaching practices. With district support, we developed one culturally responsive academic unit this year, which we will use as a model for our ongoing work to ensure that our curriculum is inclusive and affirming. This work impacts all areas of our comprehensive education plan with the greatest emphasis on curricular improvements in ELA and efforts to accelerate College, Career, and Civic Readiness.</p>
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<p>Student Interviews are essential to fully understand what this past year has meant for students by providing opportunities for students to share their experiences and their hopes for school moving forward. To make sure that the student experience is at the center of the Comprehensive Education Plan:</p> <p>Describe how <i>Student Interviews</i> informed the development of the plan</p>	<p>Over the past year, we interviewed between 10-20 students on a quarterly basis. Students were always provided interview questions in advance and were given no more than 10 questions during each interview session. Interviews took place on October 29, 2021, January 28, 2022, April 29, 2022, and June 27, 2022. Our student advocate counselors facilitated in-person interviews on an individual basis. In instances where students were unavailable, we emailed interview questions to students using Google Forms. As a transfer high school, we primarily serve students who are 16 years and older and these students are considered "at risk" or "most-at-risk." All of our students are over-age and under-credited and many are currently or formerly identified as chronically absent which is representative of our entire student body. To further inform social-emotional needs, we used a Devereux Student Strengths Assessment (DESSA) social-emotional screener to ask students about various aspects of their social-emotional wellbeing. The information collected through the screener is used to inform the implementation of a multi-tiered system of social-emotional support. The screener is also used to identify individual students who may require additional support. Based on our findings we adjusted our supportive environment framework (SEF) goals, targets, activities, and timelines.</p>
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Evidence-Based Intervention

All Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must implement at least one evidence-based intervention as part of its CEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>. Schools may choose **one of three options** for identifying their evidence-based intervention:

- **Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Only enter responses for the questions below which correspond to the option selected by your school.

Select an Option:	,State-Supported Evidence Based Strategy
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State-Supported Evidence Based Strategy

Provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy	Response
Professional Learning Communities	Strategy Identified - PLC's - Trained teacher leaders will implement learning teams organized by subject in which teachers meet weekly to: Discuss and plan strategies to address issues impeding student learning in a given subject Collect and analyze data formative and summative data form Regents ISA's, MAP Growth, unit tests and MOCK regents exams Devise and implement instructional solutions for all sub-groups and meet to review results. Assess the impact of these solutions In order to be most successful our PLCs will have an close focus on student learning outcomes and any patterns they reveal pertaining to content gaps and persistent academic skills weaknesses. Administration also seeks to increase teacher empowerment, authority in decision making, and promote continuous teacher learning through joint study of research literature.(NYSED EBS)
CEP Goal(s) this strategy will support	English/Math/Social Studies

Clearinghouse-Identified

Provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy	Response
Strategy Identified	N/A
CEP Goal(s) this strategy will support	N/A

<p>Clearinghouse used and corresponding rating</p> <p>For the three dropdowns below, select a response from one dropdown menu only for the clearinghouse used, select N/A for the others.</p> <p>What Works Clearinghouse</p>	N/A
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Social Programs That Work	N/A
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Blueprints for Healthy Youth Development	N/A
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School-Identified

Complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy	Response
Strategy Identified	N/A
CEP Goal(s) this strategy will support	N/A
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	N/A

School Accountability Data

Subgroup	SCHOOL ACCOUNTABILITY STATUS	Accountability Status for Subgroup in 19-20 school year	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All	CSI	Comprehensive Support and Improvement	1	-	1	1	-	1	-

Transfer School Data Tables and Pillar Alignment

Note: The charts below reflect relevant data regarding the student population served by this Transfer High School.

For definitions of Over-age/Under-credited categories please see: <https://infohub.nyced.org/docs/default-source/default-document-library/2019-20-educator-guide-hst.pdf>

Note: Most-at-risk students are included in the cohort at the end of the 7th year of HS. Other students are included at the end of the 6th year. Students who graduate after that timeframe are also included.

Year	Total Enrollment	Enrollment: Students entering transfer HS Most-at-risk Over-age/Under-credited	Enrollment: Students entering transfer HS Over-age/Under-credited, but not Most-at-risk	Enrollment: Students entering transfer HS not Over-age/Under-credited
2018-19	147	40	16	91
2019-20	139	30	17	92
2020-21	142	49	20	73
2021-22	134	24	39	70

Year	Average Credit Accumulation Students Beginning Year with 0.00 - 11.00 Credits	Average Credit Accumulation Students Beginning with 11.01 - 22.00 Credits	Average Credit Accumulation Students Beginning with 22.01 - 33.00 Credits	Average Credit Accumulation Students Beginning with 33.01 - 38.00 Credits
2018-19	5.12	6.72	9.67	N<15
2019-20	6.42	7.82	10.53	N<15
2020-21	6.55	9.73	10.16	N<15
2021-22	9.01	10.16	11.54	10.96

Year	Number of Students in Transfer HS Graduation Cohort	Number of Students in Transfer HS Graduation Cohort Graduated	Number of Students in Transfer HS Graduation Cohort Dropped Out	Number of Students in Transfer HS Graduation Cohort Still Enrolled or Earned Non-Graduation Credential
2018-19	4	N<15	N<15	N<15
2019-20	9	N<15	N<15	N<15
2020-21	58	12	40	0
2021-22	62	27	29	1

Transfer School Pillar Rating and Pillar Alignment Rationale

Directions: Complete the section below and rate Transfer School performance based on the five Transfer High School Pillars. Select a rating from the dropdown menus for the school's current competency on the five pillars with 5 being the highest rating and 1 being the lowest. In the space below each dropdown, provide a pillar alignment rationale (with evidence) to support the school's self-assessed rating(s) of 4 or 5; and/or indicate key strategies/interventions to address the pillars self-assessed at rating(s) of 1, 2 or 3. Note: Key strategies articulated must be evident in the school's action plan(s).

Pillar 1: Target High Needs Populations	5
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Pillar 1 Rationale or Strategies/Interventions:	<p>For 2022-23 we have reconfigured our recruitment venues through the use of social media (IG), word of mouth relationships with current and former students and our enrollment team (made up of current staff and allies of our school). Given the great fluctuations around transfer high school recruitment of recent note, we rebranded and went to former recruiting venues to re-establish our school as a key place for a broad range of older high school youth of central, west and south Bronx to come and complete their high school education. Our intake coordinator (formerly our Dean and now Assistant Principal for Safety at our campus) structures outreach conducts interviews with students and families to best match a prospective student to our school community or another learning community within Taft. Our nine recruitment seasons have revealed that the most successful New Directions students make a clear choice to attend our school and stay with us a minimum of two years until high school graduation. From this recruitment orientation we have assembled a school population that is 83% over-aged for their grade by one year, 51% English Language Learner (ELL), and 20% Students With Disabilities (SWD). We continue to serve youth who are significantly disconnected from regular and full participation in school and who seek fuller participation in school life and the youth development culture we maintain.</p>
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Pillar 2: Conduct Student-Centered Admissions	5
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Pillar 2 Rationale or Strategies/Interventions:	<p>Our high school guidance counselor, pupil accounting secretary, Parent Coordinator and paraprofessionals collaborate on intake interviews, conducting on-going virtual open houses (throughout the school year). Our Enrollment Team coordinates all intake activities and cross trains all members of the intake team. Our intake team of 6 persons interviews families and prospective students virtually or in person and returns a response at the earliest possible opportunity, often within a business day. This varies depending on the prospective students' level of interest, access to technology and any other possibilities they are exploring, as New Directions is frequently choice number 2 or even 3 among prospective students. In the event a student is not selected for admission to our school, we engage them immediately and invite them to a consultation to discuss which options may be best suited to their needs. Over the spring, summer and fall of 2022 we interviewed 63 students and took 51 students on grades 9 to 12 for an acceptance percentage of 81%.</p>
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Pillar 3: Provide Unique Instructional Supports	4
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<p>Pillar 3 Rationale or Strategies/Interventions:</p>	<p>Our high school student programs are all custom built using a student’s most recent or accessible transcript. Student electives are designed around language level, regents prep need and student interest. All of our high school courses adhere to the NYSED standards and the NYS Commissioner’s Regulation on what constitutes a course credit. Additionally, students are offered course flexibility and support through enrollment in Apex Learning Virtual School (APEX), which includes online and blended learning classes. These courses – meeting outside the normal 8:15 am to 2:35 pm school day – are supported by the DOE approved APEX learning platform and adhere to all NYSED standards. Course elective options are organized around specific and unique sets of content area learning standards which constitute genuinely different course options from their core instructional counterparts. In order to best deliver the unique instructional supports effectively to all of our students, New Directions teachers receive professional development and on-going targeted support to build an emotionally safe and supportive classroom culture that is academically focused. This professional learning is provided and coordinated through opportunities with the Superintendent/ACCESS BCO Team (i.e. Culturally Responsive Teaching), the New York City Public Schools Literacy Collaborative and Wediko Children’s Services, and through the on-going work of school administration (Principal, Assistant Principal, Attendance Team, Guidance Team, STH Social Worker). SEL workshops on Improving Student Participation in class, student voice and equity in the classroom, trauma informed practices, ELL instructional supports and advanced literacy have all been planned, delivered and reinforced in an on-going calendar of classroom instructional support. Wediko provides an on-going, in-class community building PD opportunity to teachers who need the specific support of a social worker guiding them through a community building process with students during their regular classroom lessons named “Side-By-Side”. Further capacity building of classroom instructional practices has come through our work with the Access/Superintendent Team in an intensive Six Week Cycle of intensive support to improve student outcomes which are anchored around the practices of literacy – vocabulary study, writing in every class each day, and classroom student to student discourse. Additionally, we have invested in extra capacity with our ICT teachers, providing them with ongoing support and training from the Access Team. This work ensures that there is strategic ICT support available to SWDs on grades 9 through 10 and in science, math, social studies and English courses. Administrative duties supporting SWDs outside of the classroom are also supported by our new school psychologist who works full-time in our school two days a week to ensure timely annual reviews, carefully administered assessments and to coordinate the services for our diverse SWD population.</p>
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<p>Pillar 4: Individualized Student Support Services</p>	<p>4</p>
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<p>Pillar 4 Rationale or Strategies/Interventions:</p>	<p>Through the work of our CBO advocate counselors (2), school SEL team made up of a guidance counselor, a BTG (bridging the gap) social worker, and an attendance social worker, our school collects referrals for student intervention and SEL (Social Emotional Learning) support on a daily basis. Referrals, case-conferencing and interventions have been encoded into the school’s Pupil Personnel Team (PPT). This team uses Jump Rope as a messaging / anecdotal collection space to collect input on student struggles which prompt a range of actions from RJ action or SEL intervention. PPT decisions are coordinated by school administration, guidance team and social workers, with the support of special education teachers and other campus support staff. A range of interventions are used, beginning with the student reflecting on their problem, pattern, struggle or issue they need help with. Quarterly, Wediko and PPT staff members lead teachers through a reflective professional learning opportunity which spotlights practices that work to engage and strategies which support pro-social behavioral change. At these PL’s teachers have opportunity to seek and customize help for better student relations and engagement in their classrooms. Teachers connect with colleagues that share successes and with Wediko staff to set up a Side-by-Side intervention with a CBO clinician. In addition, other non-SEL specific PL’s also reference methods and strategies for gaining student engagement, full participation and comprehensive classroom success. Our collective work is to build teacher competency in working with students impacted by emotional trauma. For the 2022-23 school year we are continuing our student leadership / voice / equity committee to generate relevant and timely student, staff and community dialogues. Our student voice work has started and continues to evolve as students bring new issues, perspectives and situations to this process. As we organize, generate, and collect surveys we share them with our school’s various constituencies. The role of student voice committee has been invaluable in providing a framework and dialogue for teachers to more formally embrace growth mindset that is both sensitive and relevant to the students’ strengths and needs.</p>
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<p>Pillar 5: Provide Tailored Post-Secondary and College/Career Readiness Preparation</p>	<p>3</p>
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<p>Pillar 5 Rationale or Strategies/Interventions:</p>	<p>In conjunction with our CBO, Wediko, all students on grades nine through twelve will develop a college / career transition plan as part of our Learning to Work (LTW) program. This transition plan, which includes information on student career and college interests, career options, and educational resources to aid in the pursuit of those interests is a dynamic and revisited each school year. As students proceed through high school, they have weekly and quarterly opportunities to attend resume writing, college essay writing, college application completion and financial aid workshops in their 6th period lunch workshops and after school workshop opportunities. All students complete a resume as part of their becoming a school intern. Each term there are over 33 official interns registered in our LTW program on grades 9 to 12. Our Career Development and Occupational Studies (CDOS) path is being formally implemented this school year in conjunction with our LTW internship development coordinator and college and career readiness specialist positions (CBO staff). CDOS is organized by high school guidance staff, school administration and our programmer. This focus on a formally developed CDOS program for our school this year has introduced the internship process to more students on more grades. In addition to this diploma enhancement, we are preparing a cohort of about 11 students to take our AP Spanish Language and Literature exam in spring of 2023.</p>
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SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION HIGH SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Our DTSDE state review cites the need for “consistency of instruction, and access to an engaging curriculum and clear consistent feedback to students” as needs-based drivers for the school’s improvement program.	The 2018–19 School Performance Dashboard shows the average score on the ELA Common Core Regents Exam over the past three years was a 54.	The students of our transfer school are the most at risk in our school system having experienced instability in an array of settings leading to ongoing disruptions to the continuity of instruction.
Students need instruction and support in academic vocabulary, including Tier 2 and Tier 3 words.	ISA data shows our students are 0.30 gradients below the city in Determining Word Meanings and 0.36 gradients below the city in understanding words in context.	Research shows that students from poor neighborhoods or from lower-income families may hear up to 30 million fewer words than their more privileged counterparts.
Increase student reading volume to surpass pre-pandemic load. Available course pass rate data for English 3 and above indicates that students have not read books or online texts with an equal amount of frequency or rigor as they had during pre-pandemic semesters. The English 5 and 7 pass rates for fall 2020 term declined.	The English 5 and 7 pass rates for fall 2020 term were 50% and 67% respectively. Down from the prior school year which saw pass rates of 71% and 91% respectively.	Authentic reading for purpose - course discussion among peers, literary critique and evaluation are complex, challenging thinking processes to achieve in fully remote or blended learning.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	60%	By August 2023, the school will increase the proficiency rate for the All Students subgroup on the English Language Arts Regents Exam (Common Core) to 63%.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		June 2019				
Regents-aligned assessments	Passing rate on Regents-aligned assessments	60%	60%	61%	63%	

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	09/17/2022	School leadership and planning teams will meet virtually at least 3x's over the summer to organize learning-gap curriculum and formulate necessary assessment calendar for high school using in-house and MAP Growth assessments in literacy for 2022 SY. This English department action will be supported and monitored with our Academic Accreditation Team, Instructional Model team and school administrative cabinet.
09/13/2022	10/22/2022	MAP Growth assessment I for ELA will be administered in all classes.
10/25/2022	11/19/2022	Teacher teams will be supported to use protocols shared by both our Superintendent Team and BCO. These protocols include but are not limited to providing clear, consistent feedback to students, analyzing MAP growth data, designing lessons to address specific findings.
09/13/2022	01/28/2023	English department leadership, school administration and Instructional Model team will conduct student workshops during parent orientation at Open School evenings (opportunities) on the MAP Growth testing program.
09/16/2022	01/28/2023	All English courses will conduct four "library resources" workshops for students to become familiar with the physical books our school possesses and with the substantial online reading resources we have acquired. Students will self-record their "pages read" count on a weekly google form with incentive prizes and rewards experiences.
09/16/2022	01/28/2023	Our PA leadership will work with department leaders to conduct tiered family workshops for youth at different reading levels. This will include readiness workshop for families with community school supports provided as needed.
09/16/2022	01/28/2023	Instructional Model Team and admin cabinet will facilitate teacher PL on explicit instruction of Tier II and III words by curricular unit. Centralized training of trainers will occur with Supt. Team and BCO staff and facilitators will conduct these PL's by department 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?)
02/03/2023	04/29/2023	English Department and school-wide Instructional Model Team will structure focused class visits to observe implemented instructional practices / use of digital tools which serve to improve student engagement on rigorous tasks. (vocabulary instruction and reading volume progress) Adjustments and targeted supports will be made as found to be necessary.
02/02/2023	06/24/2023	.Our teachers and CBO Wediko will offer structured digital reading activities during after-school Extended Learning time.
02/04/2023	06/10/2023	School administration will observe classroom instruction regularly to ensure that all students are developing stamina and fluency for reading. Admin learning walk visits will also check regularly for evidence of effective instruction using the Danielson rubric for online instruction.
02/04/2023	05/20/2023	School leaders, in collaboration with teachers and instructional support staff, analyze student work from learning walks as well as school-wide data (MAP Round II) to evaluate the success of the instructional shifts and academic interventions of winter and early spring. School teams will address any concerns that are identified.
05/06/2023	06/25/2023	School administration creates opportunities to provide feedback to AIS and SEL staff connecting their work/ efforts with specific student sub-groups to student successes and struggles and develop reframed goals in their work.

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)
09/16/2022	09/17/2022	Open School Days	Wediko
10/22/2022	10/22/2022	Career Directions Evening @ New Directions	OCS, Wediko, LTW DOE staff
02/02/2023	05/02/2023	Career Directions Symposium	Various agencies presenting specific benefits and supports to access a variety of entry point careers and their connection to English as a high school subject area.
05/05/2023	05/05/2023	Student family showcase	Wediko collaboration partners for after school and other arts (CWP) / CDOS focused groups.

Human Resources	English department, BCO team and Supt office, OCS and LTW partners
Instructional Resources	Various resources provided by English department programming and guests
Schedule Adjustments	Special days and programs for events
Other Resources Needed	N/A

AREA OF CONCENTRATION HIGH SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Our DTSDE review notes the need to recalibrate the administration of math assessments to “incrementally measure student progress.” Our January 2020 Itemized Skills Analysis references the need to address Number Systems, Algebraic thinking, and Equations & Expressions.	The 2018–19 School Performance Dashboard shows average scores on the Algebra I Common Core Regents Exam decreased from 62 to 49 between 17-18 and 18-19. Additionally math proficiency rates moved from 26% to 23%.	High school students enter New Directions Secondary School (as first time ninth graders) with an average math proficiency rating from 8th grade of 1.7. These students follow the general pattern of the other District 9, 7 and 10 students who transfer to us in the middle school grades. On math state assessments, these students show greatest weakness in the Number Systems, Algebraic thinking, and Equations & Expressions standards of their 8th grade math exams.
Early cycle Algebra I course pass rates remained at a rate of 39% during Remote Learning. Greater in-class support with a team-teaching approach is needed to close the algebra I learning gap coming out of the past year.	39% Course pass rate for MES41 fall and	Challenges of supporting struggling math students in a remote learning context. Most students come to New Directions with a Level 1 middle school state math test score.
Over 50% of NDSS's entering students are ELL/MLL students. Greater support of these students in the Algebra I sequence of courses must be consistently provided over the 4 semester sequence.	Pass rates of ELL / MLL are lower that the 39% for All Students.	A consistent language development model for math instruction in Algebra I courses needs to be put in place.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	14% are proficient	By August 2023, the school will increase the proficiency rate of the all students on the Algebra Regents Exam to 20%.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		June 2019				
Regents-aligned assessment	Passing rate on Regents-aligned assessment	14%	14%	15%	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?)
08/30/2022	09/17/2022	School leadership and planning teams will meet virtually at least 3x's over the summer to organize learning-gap curriculum and formulate necessary assessment calendar for high school Algebra I for 2022 SY. This mathematics re-calibration of instruction will be supported and monitored with our Academic Accreditation Team, Instructional Model team and Systems team.
09/06/2022	12/23/2022	School leaders will create and maintain data stream with in-house assessments and MAP Growth, on all HS math standards in Algebra. Targeted instruction in class and after school will focus on power standards related to Number Systems, Algebraic thinking, and Equations & Expressions.
08/30/2022	01/21/2023	Strategic team-teaching (math content/SPED or math content/ENL) assignments to coordinate with sections of Algebra I students with the greatest learning gaps.
10/07/2022	10/07/2022	Math department will host HS Math Learning and Life Night in early October (10/5 or 10/6) in conjunction with other departments.

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?)
02/04/2023	03/30/2023	The Instructional Model Team will engage in a math curriculum review to identify data and curriculum/instructional supports for language learners and SWDs. Teachers will implement said supports based on cited review and relevant needs in light of adjustments made due to any learning gaps.
02/04/2023	06/30/2023	School leaders will program extended learning time (ELT) for all students across mathematics classes with rigorous, standards-based curriculum and evidence-based practices. While ELT begins in late September, we will be assigning new ELT configurations based on results from the fall semester.
02/04/2023	06/30/2023	Outreach and Attendance team members will make progress report outreach calls to encourage student progress; Periodic parent conferences for youth not making progress will be held bi-weekly.
03/14/2023	06/24/2023	Our PA leadership will collaborate with Parent Coordinator to organize quarterly parent workshops on student progress and which break down the NYS Math Standards for HS Algebra I class in the spring semester.

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)
09/16/2022	09/17/2022	Open school days	Wediko @ The Home of the Little Wanderers
10/22/2022	10/22/2022	Career Directions Evening at New Directions	OCS, Wediko, LTW DOE staff
02/02/2023	02/02/2023	Career Directions Symposium	Various agencies and guests presenting specific benefits and supports to career paths in entry level careers - with connections to math ability.

Human Resources	Math department staff, school administration, OCS and LTW and CCCR staff in-school and with agencies
Instructional Resources	CDOS curricula with math elements
Schedule Adjustments	Scheduling for the special programs and presentations
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Help students transition to full in-person learning and re-engage them in live classroom instruction and in the school community by increasing social emotional and academic supports.	70% of our students opted for fully remote learning during this past school year. Our equity self-reflection and student interviews revealed that students found remote learning unmotivating.	Our students faced a variety of pandemic-related challenges including loss of family members, economic hardship, health and mental health challenges. They found learning remotely to be challenging.
Help teachers transition to in-person collaboration and productive use of meeting time to analyze data and plan instruction that meets the needs of individual learners.	Over the past two surveys, the NYC school survey has shown that the school scores below the city average on the collaborative teachers portion of the survey.	The scheduling requirements of remote learning did not allow for full teams to meet regularly to analyze data and plan instruction. Additionally, having staff working in-person and remotely made it challenging for staff to collaborate and feel connected.

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
Collaborative & Trusting Relationships		By June 2023, the school will improve its overall index scores on the NYC School Survey in the area of Collaborative Teachers, moving from 2.19 to 2.24; and Supportive Environment, moving from 2.22 to 2.27.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		June 2020				
Internal Survey	% of positive responses on questions based on collaborative teachers and supportive environment	35% positive responses for collaborative teachers; 54% supportive environment	35% (collaborative teachers); 54% (supportive environment)	37% (collaborative teachers); 56% (supportive environment)	41% (collaborative teachers); 60% (supportive environment)	

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific

priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/13/2022	School leadership cabinet, along with the SEL and Attendance Teams will develop a comprehensive transition plan to welcome students and families back to in-person learning. The plan will incorporate outreach strategies, messaging, summer orientation (both virtual [Aug] and in-person [Sept]), and structures and programming for the opening days of school.
08/01/2022	09/15/2022	Student Voice committee, student peer-support sessions after school and PSAL activities will provide setting for students to voice concerns, form new school/campus friendships and convey interests or needs for the school year. SEL team will coordinate student enrollment / participation in these venues after or during school and coordinate appropriate supports to maintain student involvement.
09/13/2022	12/23/2022	All entering students (new to NDSS or returning) will engage in six virtual workshop sessions on student academic success using our Google Classroom platform and digital learning support tools. (YouTube videos, translation programs, etc.)
09/13/2022	01/31/2023	Datawise-like protocols will be implemented by the Instructional Model and Academic Accreditation Teams to guide staff to strategic resource decisions on Tier 1 (lesson-based) supports as well as Tier II push-in interventions.
10/01/2022	01/24/2023	School cabinet and district/BCO points develop professional learning groups along with group leaders around data analysis and action planning protocols.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Department teams implement supportive learning strategies aligned to CEP goals based on hypotheses derived from data analysis and discussion in term 1.
03/01/2023	05/28/2023	Student Peer - support network is refreshed for Term 2 conjunction with trained SEL and Attendance mentors. Student teams make whole school presentation in launch the "Graduation Stride" series of events. (all students participate - just on different levels)
05/01/2023	06/24/2023	Student teams and school staff teams formulate summer activity calendar, review of year successes and set stage for structures in the next school 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)
09/01/2022	09/01/2022	Family re-engagement day @ Taft Field	Wediko
09/16/2022	09/17/2022	Open school days	Wediko
03/07/2023	03/07/2023	Student peer support network launch event	Wediko and LTW staff

Human Resources	CBO funds, LTW programming funds, Staff of CBO and LTW staff
Instructional Resources	Special curriculum from CDOS and other vendor providers
Schedule Adjustments	Programming special events
Other Resources Needed	N/A

AREA OF CONCENTRATION ENGLISH LANGUAGE PROFICIENCY

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Our DTSDE Report recommends the need for "curriculum development, including modifications for ELLs and special education students and sharing these modifications with parents."	The 2018–19 School Performance Dashboard shows our ELL Progress had declined by 10 percentage points over the prior two years.	A majority (>50%) of our newly entering students who are designated as ELL have a patchwork of educational experiences and often are unofficially Students with Interrupted/Inconsistent Formal Education (SIFE), as they report a prior attended school at intake, but reveal significant learning gaps upon entrance into class. Such gaps range from no recognition of alphabet letters to essential grammatical structures which lead to greater reading fluency in any language. These gaps commonly result from infrequent attendance or "years on and years off" in their place of origin.
Re-design ENL offerings and build capacity of ALL teachers to best serve Newcomer ELL/MLL students entering our school since winter 2020.	Our most recent student enrollment patterns have indicated that over 35% of incoming ELL students are Newcomers to an English speaking school system.	ELL/MLL students of the past six years have been students with coming from our middle school grades or transferring into our school from another NYC DOE location. Enrollment patterns since early 2020 have been skewed towards Newcomer students.
Institute Youth Development Programming specifically organized and designed to support Newcomer ELL/MML youth as part of a comprehensive school/campus culture of support for such identified students.	Participation rates of Newcomer youth in our 21st Century after school program and in PSAL participation have been low. Starting in spring of 2021 we engaged 5 Newcomers in the PSAL soccer team by introducing them directly to the team coaches. This "making introductions" is a key strategy for connecting Newcomer youth to the programs, teams and services our school and campus offer. Many youth in this demographic category are unfamiliar with what's available on a comprehensive high school campus and they are timid when it comes to self-advocacy. This strategy led to the creation of an informal support network that grew PSAL/after school program participation from 5 to 11 students.	Students surveyed (spring 2021 SCEP interviews) cited lack of information and discomfort in participating in school or campus wide events. High reluctance on part of families to grant extended permission to remain on campus longer than 2:00 pm or Saturdays.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners	.8 on the above referenced index	By June 2023, the school will increase its ELP success ratio to 0.9.

Progress Measures and Targets

Directions: Reivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified

measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		February 2021				
NYCDOE ELL/MML Periodic Assessment	Average score of all students taking Periodic Assessment	48%	48%	51%	58%	

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2021	09/30/2021	Re-design ENL offerings and build capacity of ALL teachers to best serve Newcomer ELL/MML students entering our school since winter 2020.
09/08/2021	01/24/2022	Provide weekly structured writing lessons for ELL students in three free-standing ENL courses which feature Language Practice, Reading Fluency and responding to text through a writing prompt. Support student mastery of key writing and reading modalities in ongoing feedback using a common rubric.
09/08/2021	01/24/2022	Institute Youth Development Programming specifically designed to support Newcomer ELL/MML youth as part of a comprehensive school/campus culture of support for such identified students.
09/08/2021	01/24/2022	Assigned peer and strategic adult mentors to facilitate the full participation of Newcomers in school / campus opportunities.

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?)
01/31/2022	06/30/2022	Track Newcomer progress from semester 1 using MAP growth and other periodic assessments designed for ELL/MML students.
01/31/2022	06/30/2022	Make program adjustments to Newcomer schedules, as indicated by mid-year assessments administered in December and January.
01/31/2022	06/30/2022	Conduct a NYSITELL exam for every incoming Term II student designated that would be indicated by the Home Language Survey.
01/31/2022	02/28/2022	Integrate youth development programming and approaches specifically for Newcomers
01/31/2022	06/24/2022	Support student mastery of key writing and reading modalities in ongoing feedback using a common rubric.

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)
09/21/2021	09/23/2021	conduct virtual and live session with ELL/MLL families on our assessment of student language levels and supports	ACCESS District Personnel; BCO; Wediko
09/23/2021	09/23/2021	Hold a student-activity family night for all ELL/MLL parents.	Wediko CBO, school staff, PSAL staff
01/31/2022	01/31/2022	Facilitate achievement assembly noting 1st semester gains and 2nd semester expectations for student language progress and engagement in school/campus culture	Wediko CBO, school staff, PSAL staff; ACCESS District Personnel;

Human Resources	3.0 FTE ENL certified teachers
Instructional Resources	NYC Periodic Assessment for ELL/MLLs; School-designed curriculum; state resources; Google Classroom; lap tops and digital tools for learning; Rosetta Stone
Schedule Adjustments	Students enrolled in free standing ENL courses will have adjusted grade / cohort schedules
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)
The State DTSDE report mentions the need for the school to provide more information to students on "the academic requirements that must be fulfilled to graduate." This would include an emphasis on attendance, behavior, and student credits needed for advancement.	Our NYS Report Card shows that our Chronic Absenteeism rate was 10 percentage points above our MIP in 17-18 and 16.8 percentage points above our MIP in 18-19.	Many students start our school as formerly Chronically Absent students (In 2018-19 60.9% of students enrolled were chronically absent in their prior school).
Re-establish a "brick and mortar" school identity/brand and rebuild students' personal connection to school through messaging for five-day school attendance in fall 2021. Create a calendar of events in summer 2021 which are online and in-person to re-engage our students in being together in community.	Current 54% chronic absenteeism figures are detached from the expectation that students physically appear in school every day. For SY 2021 48% of our students were fully remote, with 15% never having personally met more than one member of our staff team.	As school attendance returns to a more historic and conventional interpretation, CA will need to be combatted with innovative incentives and intensive one-on-one counseling. The "success" of Pandemic-era remote learning has rendered this benchmark one of our highest priorities.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	78.4% Chronically absent	By June 2023, the school will decrease its chronic absenteeism rate to 61.4%.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		June 2021				
ATS daily attendance	school attendance percentage	70%	71%	72%	74%	

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	12/11/2022	School leaders will examine student register and identify youth who will become or became chronically absent over the course of fall semester, 2021. The school's newly drafted attendance policy will be presented to all staff members as well as to students in the first days of the school term.
09/08/2022	01/24/2023	In September co-create and re-implement with students, the protocols and structures necessary to the development of a school-wide Student Voice and Leadership team within our town hall virtual meetings and our in-school assemblies. Meetings will be structured to foster student voice on any pertinent community matter. (return to in-school learning; adjusting to post-pandemic schedules / lifestyles)
09/08/2022	01/24/2023	Guidance counselors and school office staff will implement our "knowing every student well" supports alongside a targeted-mentoring-model for supporting chronically absent students through a variety of measures.
10/04/2022	01/24/2023	CBO partner, Wediko, will create school activities, public events / meetings and other opportunities to combat the causes of chronic absenteeism.
09/08/2022	01/24/2023	Assigned mentors will convene regular small group or individual mentoring sessions to youth at risk of slipping into the CA status.
09/13/2022	12/03/2022	Advisors will meet with all students in small groups or individually in the first 12 weeks of school to examine attendance patterns and explore new strategies to improve attendance.

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	03/31/2023	PD provided for pertinent school staff members to better support our on-gong use of available data and tools for tracking attendance trends. Critical analysis of the effectiveness of our new attendance policy will take place in our mid-year attendance and achievement retreat. (1/29/2022)
02/02/2023	04/30/2023	Office of Community Schools will be provide ongoing PD for key staff for proper attendance data analysis / interpretation as well as best-practices protocols for effective attendance meetings with follow-through.
02/02/2023	04/30/2023	PD and support from CBO community partner Wediko to maintain student-led initiatives and committees.
02/01/2023	06/25/2023	The attendance team will meet weekly to review and take action on school-wide attendance rates and appropriate social and academic support strategies that teachers can use to limit student absences and effectively increase student engagement.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/01/2022	Family re-engagement day; 11 to 1 on Taft Field	Wediko @ The Home for Little Wanderers
09/16/2021	09/17/2022	Open School Days	Wediko @ The Home for Little Wanderers
10/22/2022	10/22/2022	Career Directions Evening @ New Directions	OCS, Wediko, LTW DOE staff
02/02/2023	02/02/2023	Career Directions Symposium	Various agencies presenting specific benefits and supports to access a variety of entry point careers.
03/17/2023	03/17/2023	Attendance awards gala	Wediko and various agencies
05/05/2023	05/05/2023	Student-family showcase	Wediko and various agencies

Human Resources	Dream-keeper Social Worker; Guidance Counselor; CBO staff; OCS CA social worker; BTG social worker
Instructional Resources	CDOS course content
Schedule Adjustments	A variety of specially scheduled events and workshops
Other Resources Needed	Outside resources needed to support career development and college focus events.

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Ensure closer alignment of PLOP, Annual Goals and services provided to maximize opportunity for students to attain or surpass their IEP goals.	We have made steady improvement (25% reduction of little-no PLOP/Goal alignment;12% improvement in strong such alignment. over the past two school years. 100% of the PLOP, annual goal formation and services recommendations are made from a unique team led by a School Psychologist that is shared with only one other campus school.	School previously utilized a campus-wide ed evaluator. Three years ago we hired a school psychologist for our school and one other campus partner and hence we have strengthened our evaluations of PLOP, aligned them more realistically to annual goals and only offer services proven to make a difference.
Ensure that courses are properly coded such that students officially receive the programming and service to which they have been entitled.	As our high school IEP population increased we needed to stretch our ICT resources among many more classes, resulting in some reduction of students fully serviced by ICT class settings.	Shift in programming from a 6th to 12th grade model to a uniquely high school ICT programming model.

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)	Formative	By August 2023, there will be alignment among PLOP, annual goals and services noted/provided for 100% of our students with IEPs.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		May 2021				
Programmed services report	Percent of students fully programmed with identified services	<10%	90% or more of our current IEP students will be fully programmed	100% of our current IEP Students will be fully receiving their mandated services.	100% of our current IEP Students will be fully receiving their mandated services.	

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?)
08/30/2022	10/02/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Convene IEP review committee with remaining staff and review current IEP status vis a vis service recommendations.
09/08/2022	11/25/2022	Develop appropriately rigorous standards-aligned annual goals	Work with BCO and Supt.-level team to accomplish the creation of appropriately rigorous standards-aligned goals. Review training and policy objectives with IEP committee. (3 members)
09/08/2022	01/28/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Collaborate with BCO and District staff to attend all peer review sessions, trainings and to respond to feedback of appointed BCO personnel.
09/13/2022	01/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Conduct monthly related service reviews with all students. Respond to BCO staff emails within 3 days to ensure proper delivery of mandated services.
09/08/2022	01/28/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Create calendar for transition planning review, interviews, updates and completions. Follow calendar using daily Circ 6 times.
09/08/2022	01/24/2023	Conduct IEP meetings within specified compliance dates	Assign clerical role to main office staff for scheduling and relaying communication between families, students, mandated service staff and SBST.
09/08/2022	01/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Create policy, encoded in staff handbook, for moving any IEP referral forward at the Principal's recommendation only.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	09/09/2022	Family Engagement event - students with IEP's	Wediko, BCO staff
09/16/2022	09/17/2022	Open school evenings	Wediko, BCO staff

Human Resources	IEP coordinator, Special Education Liaison, School Psychologist, SPED team, District Personnel
Instructional Resources	Resources provided by District and BCO staff members.
Schedule Adjustments	N/A
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)
The State DTSDE Report states that, "the school leaders and student support staff should establish a mechanism for helping parents and students understand promotion and graduation requirements."	The NY State Report Card shows the six year graduation rate is <50% for both school years we have had 12th grade candidates.	Most students arrive at New Directions after two or more years of low academic output (grades at 65 and level 1 performances on state exams) and high levels of chronic absenteeism.
Conduct bi-weekly student Town Hall meetings for all students beyond their first year in high school. Deliver information and motivational content, incentives and generally celebrate robust credit and regents accumulation rates at these meetings. Associate participation in this aspect of school culture with additional flexibility for earning necessary credits in night school, through APEX and other options.	Student credit accumulation rates remain stagnant at 4 to 6 credits per term until the spring of the "11 grade year" placing such students in school unnecessarily for an extra term or two before, graduating.	Students entering transfer high schools and / or entering high school as overaged youth have historically been challenged in prioritizing school as the number 1 focus in their life.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	14.3	By August 2023, we will increase our transfer HS Grad Rate - Regular OA-UC from 14.3% to 20%; additionally, average credits earned for students starting from 0 to 11 will increase to 5.3; and average credits earned for students starting from 11 to 22 will increase to 6.9.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		8/1/2021				
Student Transcript and Reporting System (STARS)	KPI#1: HS Projected Credits Earned: HS Students Starting 0 to 11; KPI#2: HS Projected Credits Earned: HS Students Starting 11 to 22	Baseline (KPI#1): 5.12; Baseline (KPI#2): 6.72	Target (KPI#1): 5; Target (KPI#2): 5.4	Target (KPI#1): 5.2; Target (KPI#2): 6.0	Target (KPI#1): 6.5; Target (KPI#2): 8.8 (total annual)	

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	09/16/2022	School leaders, with support of the Academic Accreditation and SEL teams, will utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements.
08/31/2022	09/03/2022	School leaders, with support of the Academic Accreditation and SEL teams, will determine emergent trends and patterns in Cohort data review V through Z. (with OCS)
09/01/2022	01/28/2023	Biweekly student Town Hall meetings will begin in September and will go through the school year featuring: motivational guests, delivery of incentive prizes, announcements of special competitions, presentation of achievement awards, and review of credit accumulation rates and progress towards graduation.
09/17/2022	01/28/2023	School leaders will track students across all cohorts and subgroups for full attendance and academic progress using the OCS tool with supports.
08/30/2022	09/13/2022	The Academic Accreditation and Instructional Model teams will re-map core content courses to ensure elective courses are unique and appealing to student intellectual curiosity. Our current course elective choices are specifically designed to reinforce the regents preparation work.
10/04/2022	01/28/2023	School leaders will support instructional models and digital tools which teach and reinforce foundational skills for successful text inter-action which leads to effective regents-level academic achievement.
11/01/2022	01/28/2023	CBO Wediko will form success monitoring partnerships among target HS students and available CBO partner staff (contingent on available resources).

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Teacher department teams will engage in a rigorous review of feedback to students in all courses and how it can be enhanced to positively impact class discussion and student revision.
02/01/2023	06/30/2023	School leaders will provide program APEX and link YABC options to identified students to provide more options to make up credit holes.
02/01/2023	06/30/2023	Teachers will conduct on-going weekend regents-based task labs to assist students to improve regents course grades above 75 and to support effective response to teacher feedback.
02/01/2023	06/24/2023	School leaders will invest in virtual classroom technologies (Nearpod, Flowcubulary, etc), to be used to provide explicit modeling of student work tasks which are aligned to state exam rigor and expectations.
03/15/2023	05/31/2023	CBO - LTW staff and school-based social workers (2) for STH students engage students in Post-Secondary Planning.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/01/2022	Family re-engagement day @ Taft Field	Wediko
09/16/2022	09/17/2022	Open school days	Wediko
10/22/2022	10/22/2022	Career directions eve @ New Directions	OCS, Wediko, LTW DOE staff
02/02/2023	02/02/2023	Career Directions Symposium	Various partner agencies presenting on entry-point careers and educational needs.
05/05/2023	05/05/2023	Student-Family showcase	Wediko and various partner agencies

Human Resources	CBO staff, LTW partners, OCS staff, social work and guidance team
Instructional Resources	Symposium presenters and content providers
Schedule Adjustments	Special programming on noted dates
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)
We need to avoid large percentages of our students having to take remedial courses when they enroll in 2 or 4-year colleges, which means increasing the number of students obtaining college-ready scores on the ELA and Math Regents.	Due to our transfer high school being relatively new, we do not have trends in the college readiness index to reference aside from average regents scores in ELA and math, both of which fall below college readiness thresholds, at 61 and 53, respectively. Additionally, the NYC 2018-19 School Dashboard shows our Average Regents Completion rate at 11%.	A significant percentage of students lack both the writing and math skills that are necessary to be college-and career-ready. The lack of rigor in high school courses that many of these over-aged, under-credited students they have taken remains an impediment to the teaching and learning process.
Provide CDOS programming to every student who enters NDSS with at least two years of high school to complete.	0% of our students have the necessary course programming in combination with internship hours to attain this endorsement for spring 2021.	On-boarding CBO / LTW staff to the CDOS development process and convening the implementation team began in fall 2020 for action in SY 2022
Need to implement an AP Program, starting with two courses in the 21-22 school year.	Programming trends responded to the stated needs presented by students enrolling in our school throughout spring and fall of 2020. Said entering students needed to meet more essential course requirements for successful graduation.	Advanced Placement course offerings have not been fully implemented due to changes in school staffing and insufficient capacity to ready our students for such course work. School lost significant budget and staffing (40%) from SY '20 to SY '21 due to a truncation of middle school grades (net loss of 64 students to our register).

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students		By August 2023, the school will achieve a CCCR rate of 33.5.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional

SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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)	P4 (7/14-11/8)
		June 2021				
STARS	Pass rates in CDOS courses	June 2021 pass rates is: 68%	68%	70%	74%	

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	01/24/2023	Re-activation of the student Peer Support Network for after school classwork help
09/07/2022	01/24/2023	Align student schedules to support necessary CDOS course coverage by grade / credit level.
09/07/2022	01/24/2023	CBO / LTW counselors and College Advisors will assist student with internships, as part of the CDOS endorsement credential process.
08/09/2022	09/30/2022	Select math (statistics) and English (literature) teachers participate in Advanced Placement coursework planning and curriculum orientation
10/01/2022	01/24/2023	CBO and Academic Accreditation Team launch AP+ support sessions after school 2 times a week.
09/13/2022	01/24/2023	Align 21st Century After School 9th Period program to Regents Readiness action plans by department - Sept - Jan English; Nov - Jan Algebra; Sept - Dec Science; Oct - Jan Social studies

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2023	06/17/2023	College Advisors will coordinate the collection of and support the development of students' career interests through weekly seminars and small group sessions (virtual). They will also provide opportunities to build skills that support those career paths. By June 2021, every student will have a relevant Post-Secondary Work Plan.
02/01/2023	06/17/2023	School leaders will develop structured college visitation schedules so that every student can explore a variety of career opportunities easily and safely from home or school.
02/03/2023	05/28/2023	CBO Wediko will host a post-secondary planning fair planned through the work activities of the LTW seminars taking place weekly in winter 2022.
02/02/2023	06/24/2023	An introductory business accounting course along with a small business management course will be integrated and offered to all CDOS-path students.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/01/2022	Family re-engagement day	Wediko
09/16/2022	09/17/2022	Open school days	Wediko
10/22/2022	10/22/2022	Career Directions Evening @ New Directions	OCS, Wediko, LTW DOE staff
02/02/2023	02/02/2023	Career Directions Symposium	Various partner agencies presenting on entry - point careers and CCCR needs.
05/05/2023	05/05/2023	Student-family showcase	Wediko and various partner agencies

Human Resources	CBO staff, guidance team, Social-Emotional Team, Instructional Model team
Instructional Resources	Curricula for various courses and course enhancements
Schedule Adjustments	SPecial programmed days
Other Resources Needed	N/A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Individual/small group counseling (Tier 2)	All students are eligible	Secondary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
Social and Academic Instructional Groups (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom
Faculty/staff mentor (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom

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)
Individual instruction in SEL competencies and skills (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL practice and coaching (Tier 3)	All students are eligible	Tertiary interventions	One-to-one	Before, during and after school	Yes, Google Classroom
SEL-focused community building circles (Tier 2)	All students are eligible	Secondary interventions	Small group	Before, during and after school	Yes, Google Classroom

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>37 students are classified as STH as per ATS in June 2021</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students with the STH designation receive additional, individualized academic, social and emotional supports provided by our "Bridging-The-Gap" social worker. These supports are provided as a result of the one-on-one counseling and small group intervention work this social worker provides only to this population. Results from this therapeutic relationship have included: 1) Special wake-up calls to keep the student coming to school on time and ready for first period; 2) Assistance with any problematic relationships these students have with teachers or other students in our school. Time and opportunity for Restorative Justice meetings is set facilitated as needed; 3) Provision of food other than School Foods, as needed, to address student wants, motivate performance and to stabilize proper nutrition; 4) Support to attend after school academic sessions, and enrichment activities; 5) Resources to enable student attendance a special events outside of school - for entertainment, for enrichment and to assist with college and career planning; 6) Direct assistance in procuring working papers and support and guidance with employment applications, interviews and appropriate workplace attire; 7) One-on-one planning and counseling on post-secondary pathways and college applications; 8) Regular provision of school gear, clothing, school supplies and any other material needs these students may experience.</p>
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Our after school / Extended Learning Time program will be in its 8th year this coming fall of 2021. We have, for the past five years, been supported by our CBO, Wediko Childrens Services and funded by a 21st Century after school programming grant. Each year we provide enrichment activities in the areas of: Podcasting / media arts; publishing and photography (Newsletter and Yearbook); music production; Robotics and basic coding programs; fitness and health; Healthy cooking (open to all staff and families); after school intramural sports, visual arts, graphic design and fashion/beauty. We offer this programming (including during the Pandemic) Monday through Friday from 2:45 pm to 5:00 pm. Saturday / Weekend programming is offered to students who are working on additional courses that are fully online classes offered through the APEX Learning platform. We also provide support to campus athletic teams, on which 20+ New Directions Students participate. After school programming is offered through hands-on curricula with qualified coaches who's full time job is to engage youth in such activities. Partnership organizations have included: Wediko children's Services, RoboFun, Community Word project, Sports and Arts Foundation and the Public School Athletic League. Summer programming is provided to students who wish to accelerate their credit accumulation, graduate early and / or attend college courses for credit (College Now or Monroe College). Most of our summer programming is for students seeking to gain credit for a course they need to graduate soon. In addition, students work in the Summer Youth Employment Program provided by the New York City, DYCD. On a limited basis we also provide LTW internships in the summer.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>Each ELT "course" for academic support is provided by a New Directions teacher paid through the 21st Century program grant. This has involved the full time after school employment of two to four teachers from the hours of 2:45 to 5 twice a week. Not every course is supported every day.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Our ELT provision offered through the 21st Century after school grant is coordinated by an academic coordinator (typically our assistant principal). This person / position ensures there is SEAMLESS coordination between the day school courses and after school supports. This has been enhanced by our 100% adoption of the use of Google Classroom to contain all course instruction and tasks.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

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

Support for Parents and Family Members of Title I Students

New Directions Secondary School will support parents and family members of Title I students by:

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

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting Family 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)

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

I. School Responsibilities: High Quality 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 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:	350

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	James Waslawski
Assistant Principal	Nina Morris
English as a New Language (ENL) Coordinator	Eugene Bolger
English as a New Language (ENL) Teacher	Laura Lusardi
School Counselor	Laura Fuentes
Teacher/Subject Area/SPED	Maria Erickson
Teacher/Subject Area	
Parent	
Parent Coordinator	
Related-Service Provider	

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	3
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	3
Number of certified ESOL teachers not currently teaching ENL:	0
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:	n/a
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	n/a
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	n/a

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	117
Total number of current ELLs at your school:	52
Total percentage (%) of current ELLs at your school:	44.4%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.9%

PART II: BILINGUAL PROGRAMS

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

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

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

■ Bilingual Programs in Grades K to 12

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Stand alone ENL courses are scheduled for all entering and emerging MLL's 240 minutes a week. Students travel as a group to these classes. The course sections are heterogeneously organized and the course typically parallels a theme in science or social studies. In the Free-Standing ENL program model, core content is delivered using up to 20% of home language support (Spanish). Supports such as bilingual glossaries, bilingual word walls, modified texts, activation and building of prior knowledge, and brief summaries in students' home language are utilized.</p>
<p>Integrated English as New Language (ENL)</p>	<p>All MLL/ ELL students receive: Entering - at least 180 minutes of Integrated English as a New Language in ELA Emerging - at least 180 minutes of Integrated English as a New Language in ELA Students also receive support in core content areas from a co-teacher certified in ENL. In order to meet the demands of the NYS Learning Standards, content delivered in the instructional language (English) is differentiated and scaffolded to make it accessible to all ELLs, regardless of proficiency level. Specific methods that we use to support comprehensible language input are visuals; essential word lists, word walls, word squares; texts modified according to student reading level; contextualized grammar instruction; and explicit instruction for ELLs on applying current linguistic knowledge to new learning in English (bilingual glossaries, cognate identification, etc.)</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Not applicable</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>As per the mandates of CR 154, our school ensures that the mandated number of instructional minutes are provided by building our program and its student cohorts around ELL needs. Each year, the ENL Coordinator uses the RLAT report in ATS to review NYSESLAT scores and student proficiency levels. This information is cross referenced using the RELC. Then, the scores and proficiency levels are used to calculate actual minutes based on student schedules. Finally, student schedules that fall below required minutes are modified (either with push-in ENL or pull-out ENL) to ensure that all required minutes are achieved. Units of study per proficiency level are as follows: Grades 9-12: Entering: 540 minutes Emerging: 360 minutes Transitioning: 180 minutes Expanding: 180 minutes Commanding: 90 minutes</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Not applicable</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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?	Newcomers - 81% Newcomers who are (SIFE) - 4.4%. Newcomers at our school receive extensive support through the use of ENL strategies, including appropriately modified texts, bilingual word lists, glossaries, visuals, etc. We are focusing on sentence stems, frames and accountable talk for SY 2022-23. Platforms such as ELii.com, FLocabulary, EdPuzzle are effective with entering ELLs with many visuals, differentiated and culturally responsive topics... Developing ELLs continue to receive support in the forms mentioned above, although to a lesser extent. Long Term ELLs at our school often have low attendance, and, in addition to receiving individualized instruction in the form of after school interventions, receive concentrated outreach efforts to increase their attendance. Former ELLs continue to receive .5 unit of ENL support and ELL testing accommodations.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Long-Term ELLs - 13.2% Long Term ELLs at our school often have low attendance, and, in addition to receiving individualized instruction in the form of after school interventions, receive concentrated outreach efforts to increase their attendance. Developing ELLs receive extensive support through the use of ENL strategies, including appropriately modified texts, bilingual word lists, glossaries, visuals, etc. We are focusing on sentence stems, frames and accountable talk for SY 2022-23.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Former ELLs - 1.5% Former ELLs continue to receive .5 unit of ENL support and ELL testing accommodations.
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?	2021 NYESLAT (TEST TAKERS) 17.2% ENTERING (5/29) 27.6% EMERGING (8/29) 10.3% TRANSITIONING (3/29) 41.4% EXPANDING (12/29) Most MLLs are at expanding proficiency levels. (12/29) -There is about a 50/50 split on NYSESLAT proficiency levels between entering/emerging and transitioning/expanding MLLs. - 15/29 Meeting the ANNUAL ELP PROGRESS TARGET - 15/29 Meeting the SAFE HARBOR GOAL PROGRESS BY MODALITY Speaking - 12/29 SCORED high (90%+ correct) 10 scored low Listening - 0/29 scored high 3 scored low Reading - 3/29 scored high 0 scored low Writing - 8/29 scored high 15 scored low -9th and 12th grade writing modalities show progress from 2018-2019 NYSESLAT (0/17 scored high in 2018)
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?	Long-term ELLs perform better on Regents exams versus the NYSESLAT. This is partially due to a perception that the NYSESLAT is a lower stakes exam.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	14/53 MLLs have 3 at-risk indicators. "Overaged, under-credited" at-risk indicator is highest with NDSS MLLs. Helping MLLs gain HS credit and graduate on time (with Regents) is complex. Trends we notice about the at-risk levels of ELLs at NDSS is that many students at the entering and emerging levels plateau at transitioning and will have difficulty passing Regents exams. Long-term absenteeism is a challenge with our MLL population and directly impacts learning.

<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, Twi, Soninke and French are the predominant languages spoken by our MLLs. Spanish is by far the most predominant (39/52 MLLs). We have many bilingual staff members and use translation tools for communicating in other languages than Spanish. In addition, we offer Spanish Language Arts which affirms L1 language and culture.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>71% MLLs are HISPANIC and BLACK The delivery of CR-SE in our school is through school-wide town halls, classroom discussions, use of culturally relevant texts, projects that allow students to explore and engage in critical conversations and current and historical issues.</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>Trends reflected in the NYSESLAT results of ELL subgroups: ELLs with IEPs: 7/29 (4 are expanding) SIFE: 1/29 (emerging) (The true number of SIFE students is higher) What do you think is impacting the results for these subgroups? SIFE student is a newly arrived student from Ghana. New to US schooling, testing, writing formats... Some may be LTAs in expanding group (ELLs with IEPs)</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 The ILT has decided to focus on sentence stems, frames and accountable talk in all content area classes as a ENL teaching strategy. Through teacher-guided routines, MLLs will have opportunities to practice conversation and academic English. All students will benefit from academic and formal discussions which will also lead to writing.</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>In the Free-Standing ENL program model, core content is delivered using up to 20% of home language support (Spanish). Texts are not translated into Spanish, but other supports such as bilingual glossaries, bilingual word walls, glossing of English texts, and brief summaries in students' home language are utilized. Students also receive support in core content areas from a co-teacher certified in ENL. In order to meet the demands of the NYS Learning Standards, content delivered in the instructional language (English) is differentiated and scaffolded to make it accessible to all ELLs, regardless of proficiency level. Specific methods that we use to support comprehensible language input are visuals; essential word lists, word walls, and word squares; texts modified according to student reading level; contextualized grammar instruction; and explicit instruction for ELLs on applying current linguistic knowledge to new learning in English (bilingual glossaries, cognate identification, etc.)</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>Sheltered vocabulary instruction using a modified SIOP approach is a key strategy for teachers of MLL students. We use modified physical texts, digital thesauruses, some translation programs and leveled digital libraries for students to access content on all grade levels in each core subject.</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>At NDSS, we have worked to create a curriculum that is built around differentiation. Students have lots of choice in their work, and teachers are able to target instruction towards individuals, which ensures that all students are able to access the content to achieve their IEP goals and attain English proficiency in the classroom setting. In addition, NDSS has integrated co-taught classes, where teachers are able to use flexible grouping and differentiate for their ELL-SWDs. We offer classes co-taught with ESL teachers so that students are able to receive their ESL services without losing instructional time. Other students receive pull-out and push-in services to help them attain English proficiency in the least restrictive environment. In addition, high school students are offered a literacy elective that furthers all students, not just ELL-SWDs in their English language development. By having this flexibility in the scheduling, students are able to receive specialized instruction throughout the day as opposed to simply in an ESL classroom.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We administered the Periodic Assessment online in February 2021 to most of our MLLs. We are in the process of creating school-made screening assessments.</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>This year our targeted intervention subgroups are Entering and Emerging ELLs. The first two years of working with ELLs at our school taught us that these subgroups are the most difficult to reach because they have very low basic literacy and math skills. For the 2020/21 school year, we will target these subgroups through regular pull-out with an ESL teacher that is bilingual in English/Spanish. Our plan is to improve their literacy skills so that they can be more successful in ELA, math, science, and social studies.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Not applicable</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>ELL Periodic Assessment were administered on line in 2021. We are in the process of creating assessments as an ENL department so that we have a minimum of three progress points for SY 2022. Our school assesses the early literacy skills of ELLs using various methods depending on the individual needs of students. The assessment tools that we use include: Fountas and Pinnell I, the San Diego Quick Assessment, Performance Series, myON Reader, and teacher-created assessments. These assessments provide us with the necessary data to identify students in need of literacy support provided in the form of differentiated instruction</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>There are many opportunities for ELLs to be appropriately evaluated in their home language throughout the year: we often conduct running records (Fountas and Pinnell) in Spanish. Students also have ample opportunities to brainstorm, plan, and collaborate in their home language and report back on it in English using specific supports such as sentence starters, essential word lists, etc..</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>NYSESLAT scores, samples of student work, Regents, Periodic Assessment Tool, Lexile levels indicated by myON Reader We evaluate the success of our programs for ELLs by looking at the EDAT on a monthly basis. We use our own periodic assessments, teacher created assessments, running records, Wilson Reading, the 6 Minute Solution Fluency Program, and MAP growth test results to regularly assess ELL progress and evaluate the effectiveness of our programs for ELLs. The ENL coordinator runs the EDAT report monthly to evaluate and inform ELL programs. At risk ELLs (especially long-term ELLs and over-age new comers) receive extra academic interventions through the freestanding ENL elective, differentiated instruction and after-school regents prep classes. Our instructional and assessment teams ensure that teachers integrate time and strategies to best address the shifting needs of our ELL students. In addition, the ENL coordinator disseminates this information to other ENL teachers and to content teachers for use during department meetings.</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>ENL coordinator sends out testing schedule to proctors and staff. ENL teachers and other pedagogical staff. Speaking testing occurs over 1 week with make ups throughout. ENL teachers use prep periods to ensure minimum disruption to mandated services.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELL's with IEPs at our school receive extensive support through the collaboration (both planning and instructive) of both ENL teachers supporting ENL strategies and the push-in SPED teacher who appropriately modified instructional texts, bilingual word lists, glossaries, visuals, etc. One-third of the teachers at our school are fluent in Spanish and are able to use student's previous knowledge as a beginning framework for new learning and communication in English. We have one bilingual special education teacher on staff.</p>
<p>b. SIFE</p>	<p>With three full time ENL teachers these ELL students often benefit from the push-in support provided by these teachers. There are 17 different classes per day that ENL teachers push into. SIFE designated ELLs at our school often have low attendance, or struggle with job demands and / or family commitments. In addition to receiving customized instruction in the form of after school interventions, receive concentrated outreach efforts to increase their attendance in addition to priority status for our LTW program supports.</p>
<p>c. Newcomer</p>	<p>Newcomers at our school receive extensive support through the use of ENL strategies, including appropriately modified texts, bilingual word lists, glossaries, visuals, etc. One-third of the teachers at our school are fluent in Spanish and are able to use student's previous knowledge as a beginning framework for new learning and communication in English.</p>
<p>d. Developing</p>	<p>Developing ELLs continue to receive support in the forms mentioned above in the Newcomers section, although to a lesser extent.</p>
<p>e. Long Term</p>	<p>With three full time ENL teachers these ELL students often benefit from the push-in support provided by these teachers. There are 17 different classes per day that ENL teachers push into. Long Term ELLs at our school often have low attendance, and, in addition to receiving individualized instruction in the form of after school interventions, receive concentrated outreach efforts to increase their attendance.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs continue to receive .5 unit of ENL support and ELL testing accommodations. With three full time ENL teachers these ELL students often benefit from the push-in support provided by these teachers. There are 17 different classes per day that ENL teachers push into.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>NYSESLAT scores or the ELL periodic assessment data drive the assessing of "appropriate home language supports" we provide to a student. There are other opportunities for ELLs to be appropriately evaluated in their home language throughout the year: we often conduct running records (Fountas and Pinnell) in Spanish. Students also have ample opportunities to brainstorm, plan, and collaborate in their home language and report back on it in English using specific supports such as sentence starters, essential word lists, etc</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Spanish Language Arts and Literature electives are offered to MLLs with transitional, expanding and commanding proficiency levels on the NYSESLAT. All Entering, Emerging and low-Transitioning ELLs take a content themed literacy elective focused on improving reading, writing, and conversation skills. These students complete assignments weekly which are used to identify areas of needed improvement and next steps in the revision process. ELLs also take 2 credits of Spanish as a foreign language and additional advanced Spanish literature courses.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>SLOP training for All staff is planned from the support of our District Office. MLL supports were highlighted in our professional learning series from ACCESS District's Supt's office. Professional Learning on September, January and June Chancellor's Days - often is on supporting ELL/MLL students. Topics covered in 2021 were - effective use of sentence stems, frames, accountable talk</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>As our school passed the 50% ELL/MLL enrollment mark this past 2022 school year. Nearly 100% of our professional learning time (over 36 hours) has been dedicated to engaging our ELL/MLL learners. It remains a primary focus for our school. Two members of our three-member ENL department make up the school's Instructional Leadership Team.</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>Our parent coordinator encourages ELL parent involvement by reaching out to parents of ELLs in their preferred language (some of our teachers and our clerical staff also speak Spanish) whenever there are activities in which parents can participate. We also provide translated information for students to take home to their parents. Activities that foster parent involvement at our school include our annual assemblies, the PTA, fundraising bake sales, and talent exhibits.</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>Quarterly individualized meetings with parents of all ELLs are done in person or over the phone/Zoom if a family member is unable to come to the school. The meetings are logged in a shared document by the teacher who completes the meeting. All ENL teachers who provide the individual meeting with parents speak Spanish. Other staff provide French language support.</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>None to post</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). - 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 follows the ELL Identification Process as part of reentry. 2. The home language of the student is determined by a trained and licensed pedagogogue. a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service. 3. 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. 4. 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. 5. Student is administered the NYSITELL, if eligible. 6. 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. 7. If the student is identified as a n ELL and the student’s home language is Spanish, the student is administered the Spanish LAB. 8. Student with interrupted/inconsistent formal education (SIFE) status is determined using NYC DOE SIFE screening diagnostic tests and New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-i 9. If student is a n ELL, parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed a bout al l ELL programs; translation and interpretation services are provided throughout the meeting. 10. ELL is placed in the ELL program that the parent s elected. a. If the ELL program that the parent s elected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. 11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). 12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. 13. Copies of letters and parent notifications regarding ELL identification are kept in the students’ cumulative files. Laura Beltram - Pupil Attendance Secretary. ??? Eugene Bolger - ENL Coordinator Laura Lusardi - ENL Teacher</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>Laura Beltram - Pupil Attendance Secretary. ??? - enrollment status determined (see above, section 1) Eugene Bolger - ENL Coordinator -- phone or in-person interview to determine home language and SIFE status. Laura Lusardi - ENL Teacher. -- phone or in-person interview to determine home language and SIFE status.</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
Laura	Beltram	Pupil Accounting Secretary	2021	Yes	Laura Beltram

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
None	None	None

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	99	58.58	99	58.58
Spanish	65	38.46	63	37.28
Soninke	1	.59	1	.59
French	1	.59	1	.59
Arabic	3	1.78	2	1.18
Fulani	0	0	1	.59
Indonesian	0	0	1	.59
Moldavian	0	0	1	.59

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
English	N/A	30
Spanish	3	7
French	1	2

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Parents are interviewed by a qualified member of staff (LTI coordinator or ENL dept. lead) to ascertain language preferences for each family entering our school. We use the HLIS primarily and compare with any other data sources such as ATS, Student cumulative files, or other sources.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Student newsletter	weekly Oct through May	Newsletter is translated by students and their work is verified by guidance team.
Holiday and other school closures	Periodic - nearly monthly	LAC coordinator translates into Spanish; other web-based services translate into other languages - French and Arabic
Community Engagement Team meeting announcements (SLT)	Quarterly	LAC coordinator translates into Spanish; other web-based services translate into other languages - French and Arabic
Parent-Teacher-Conference notifications	As per DOE calendar	LAC coordinator translates into Spanish; other web-based services translate into other languages - French and Arabic
Senior graduation commitment announcements	December and April	LAC coordinator translates into Spanish; other web-based services translate into other languages - French and Arabic

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.
Student/Family Orientation	August	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Open School nights	September and February	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Parent Teacher Conferences	As per DOE Calendar	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Student talent exhibits	November and March	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Attendance and achievement awards (PSAL)	June	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Senior graduation	January and June	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
Parent Association	October, December, February, April, June	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.
CET/SLT	Monthly	Designated staff members provide Spanish and, as necessary, French translation. Designated students provide translations into Soninke, Twi, Wolof and Arabic.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We use KinVolved a text messaging system that translates short emergency messages into any language requested and set up by our Language Access Coordinator.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	We phone homes and use appropriate staff members / students (if necessary) to communicate with families in languages other than English.
(C) If a parent has an emergency and needs to contact the school.	We receive calls and page appropriate personnel to provide required translation. With prior arrangement, we use DOE Over-The-Phone interpretation services to communicate substantive information to a family which speaks a language we do not "have on staff".

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	Via linked google doc and reviewed at one of initial staff conferences
Over-the-Phone Interpretation Desk Aid	As per posted flier in main office and staff lunch area
Language Access Handbook	Via linked google doc and referenced in one of the initial staff conferences
T&I Unit InfoHub Link	Shared by LAC in the initial staff conferences

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The distribution of the Language Access handbook is assured for all staff, both returning and new staff members, in our first week of staff gatherings each September. Our LAC turnkeys important elements of policy and procedure, which includes access to and use of our KinVo messaging system.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>Parents rights are posted in the main office area which surrounding the Parent Coordinator's workspace. In addition, there is a SmartBoard in the main office that scrolls these rights in our school's key languages other than English. Functional signs and all other forms of directive, written communication are translated into Spanish around the school.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>The Parent Survey on Language Access is conducted at Parent Teacher Conferences in the fall and spring.</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>We have re-selected our translation programs to include more effective and natural translations in languages other than English and Spanish.</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:	New Directions Secondary School
DBN:	09X350
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	67 ELLS will be served
Total # of teachers in this program:	4
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	1

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>Rationale: To provide ELL/MLL students at all language proficiency levels crucial supports to effectively write and complete work in core content courses at grade level in preparation for effective results on NYS regents exams. Entering ELLs will work after school three times a week for 90 minutes of language development and homework assistance. Emerging ELLs will work after school twice weekly for 90 minutes of language development and homework assistance. All ELL students will be invited to engage in twice monthly ELL/MLL language experience outings on Saturdays co-facilitated by a CBO partner. Language of instruction is in English. 2 ENL teachers; one bilingual Spanish teacher; one content teacher (social studies). Students will make use of language experience activities through online and digital content organized through Flocabulary and digital libraries; and other language development materials focusing on Tier II vocabulary development will be provided through direct teacher instruction / group facilitation.</p>
<p>Rationale</p>	<p>Students will gain proficiency using English language-centered activities / stimuli to discuss and respond in guided small groups. Students will complete writing activities and actions with authentic purpose (creating a resume, writing a request letter, responding to college essay prompt, etc.)</p>
<p>Subgroups and grade levels of students to be served</p>	<p>SIFE students will be directly served with language development and College and Career planning actions. Entering MLL's will be served uniquely in the conversation group activities co-facilitated with a community partner.</p>
<p>Schedule and duration</p>	<p>Beginning Wednesday, September 21st we will run Title III sessions from 2:45 to 4 pm every Wednesday, Thursday and Friday for the first 8 weeks of each term. This will be 30 hours per term, or 60 for the school year plus two Saturdays in October, November, Jan-Feb, March and May. Ten Saturdays at 4.5 hours of programming totals 45 additional hours of direct Title III service to our whole population of MLL students.</p>
<p>Language of instruction</p>	<p>In English with functional directions (<10%) in Spanish, French or Arabic.</p>
<p>Number and types of certified teachers</p>	<p>One certified content teacher (Social Studies) Two ENL certified teachers One bi-lingual Special Education Teacher</p>
<p>Types of materials</p>	<p>Digital, online and physical materials Student and teacher laptops</p>
<p>Include any additional details here:</p>	<p>None</p>

The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,9,10,11,12

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	Our school participates in a District initiative titled Comprehensive School Support cycles. Our focus in this initiative has been on more effectively reaching our ELL/MLL students through explicit vocabulary instruction, strategic application of sentence starters and writing frames and effective use of language development software. All teachers receive this training in all departments simultaneously Our school's Instructional Model team turn-keys important elements of this training to refresh and re-contextualize the learning. We engaged as a whole staff for six weeks consecutively with our ACCESS District's ELL coordinator
Rationale	With over a 50% MLL student population clearly our entire faculty needs and will benefit from whole-school adaptation of key instructional strategies supportive of MLL academic success.
Teachers to receive training	Two math Two English Three ENL One Art One Spanish Foreign Language Two Social Studies One Science Three special education
Schedule and duration	A total of nine Monday afternoons spread out from September through March (three cycles of three weeks duration) for 80 minutes per session = 12 hours of direct PD with 2 hours per month of coaching support from District Supt's office.
Topics to be covered	Explicit vocabulary instruction Sheltered instruction in a mixed class setting Response protocols Discussion protocols Co-teacher planning for MLL support Co-teacher teaching for MLL support
Name of provider	District Supt's office, former BCO staff members supervising ELL/MLL instructional development.
Include any additional details here:	None

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>We establish an early bond with ELL/MLL families through our Home Language Survey interviews and Program Choice meetings (virtual and in-person). These contacts assess the family's English language proficiency overall and their desire to participate in further family English language development programs (ESL evening classes, Rosetta Stone access). Our school provides youth and adult ESL instruction to adults and families in the evenings from October through May through a Mayor's Office initiative. In spring of 2022 we established an on-going virtual Parent Wellness Network which provides motivational and material supports to all of our school's families, targeting the families of our MLL/ELL students with a wide range of referrals and support tools. Our early meetings were very well attended in-person and online and familie voiced a strong preference to keep our meeting structures going through the summer. A second level of family engagement has been the creation and debut of our Alumni support organization which further connects parents of graduates and trending graduates to post secondary educational and family resources. This has been done in conjunction with our major community partner, Wediko NY @ The Home.</p>
<p>Rationale</p>	<p>A central value of our school has always been to build relationships and to simply keep our doors open and our "lights on". With the Family Wellness Network structure we are aiming to be a resource to families no matter what the date on the calendar or time of day happens to be. When we have held virtual healing processes involving meditation, breathing exercises, and other forms of wellness work, over twenty families have attended with an overall involvement of over 40 families in these events. 80% of the involved families are from our MLL/ELL student population.</p>
<p>Schedule and duration</p>	<p>Twice monthly on Thursdays: 6:00 to 7:00 pm and once monthly on an arranged day from 4 to 6:00 pm. September through August.</p>
<p>Topics to be covered</p>	<p>Students supports, Language development Parent and family wellness Family needs - employment; fair housing; documentation; post-secondary opportunities; adult education School events and features Support of school from families</p>
<p>Name of provider</p>	<p>Wediko of NY @ The Home</p>
<p>How parents will be notified of these activities</p>	<p>KinVo Instagram page School web page, Phone calls</p>
<p>Include any additional details here:</p>	<p>None</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	12182	Lead ENL instructor for after-school, Saturdays and parent outreach.
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Allocation Amount (\$):	\$12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school’s Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>We will accomplish goals across all AOCs (High School English, High School Mathematics, Quality Individualized Education Program, Supportive Environment Framework, College Career and Civic Readiness, and Graduation Rate) and enable all students to meet state standards by setting high expectations that begins with a welcoming and affirming environment and using inclusive curricula and assessments while ensuring that instruction is rigorous and supported by ongoing and targeted professional learning for educators.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	203,810	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title I, School Improvement 1003(a)	Federal	28,103	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	12,000	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Title III, Immigrant	Federal	0	X	N/A
Title IV, Part A	Federal	7,575	X	ELA, Math. GR, CCCR, Quality IEP, SEF
Tax Levy (Fair Student Funding)	Local	1,620,321	X	ELA, Math. GR, CCCR, Quality IEP, SEF

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a

particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

approved grant application.

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Wediko @ The Home	All students	College and Career planning and Learning To Work internships	College, Career, and Civic Readiness
Wediko @ The Home	Youth at risk of gang involvement.	Supplemental violence prevention and reduction programming outside of regular school hours.	Chronic Absenteeism
Center for Justice	All students	Mentorship and student voice	Supportive Environment Framework

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>The primary Community Based Organization partner for our school is our co-founding agency Wediko Children's Services, now known as Wediko at The Home for Little Wanderers. Wediko provides counseling, social work and programming staff who support our school in the areas of : College Readiness; Career Exploration and Civic Engagement. The College and Career Readiness Specialist hired by Wediko conducts college visits, hosts college application and financial aid workshops. They ensure that every student in our school, grades 9 through 12 have a post-secondary readiness plan that is logged with the NYCDOE. The Learning To Work coordinator develops job experience locations / sites, conducts employment readiness classes during student lunch times, and checks in with worksite hosts and students to resolve any issues which may arise from internship work. The School Day Violence Prevention specialist works as an advocate counselor, with an assigned roster of at-risk youth and also coordinates whole-school interventions and programming on the subjects of mediation, Restorative Practices, community issues and life-long goal setting. The Wediko Site manager is a member of the school's core leadership cabinet and serves to coordinate the services as well as to maintain the effectiveness of our school Social Emotional Learning initiatives. This individual coordinates with our two social workers (one for attendance and one for students in temporary housing), guidance counselor and our guidance counselor intern.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Our Family and Community Engagement actions are implemented through our SEL team and our School's Community Engagement Team (a.k.a. School Leadership Team). These teams work to poll families on their needs for social services, material resources and youth development supports. Examples of our recent efforts to welcome and empower families to participate in school life include: KinVo blasts of school-wide events for National Coming Out Day; Our Giving Thanks and Gratitude event - "Community Table" event for November, and other planned events orchestrated in concert with parents which celebrate students and families. The teams meet weekly, individually and bi-weekly together plan family participation in school events which support and celebrate students.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>We integrate SEL check-ins to most every lesson across the school day. Students are asked to rank how they are feeling about the day, their progress in class/school and what they are ready to do or engage in. (Health and Wellness focus) We do health and wellness capacity building in our ten health classes per week and in our sixteen student wellness groups which meet during our student lunch hour. (Healthy Habit formation) We have held three two hour professional learning and engagement hours with our staff on supporting students socially and emotionally at this point in the 2020 Pandemic. (Supporting students' social emotional and academic progress) We have programmed six special events around mental wellness, cultural celebration and social emotional supports to marginalized youth since September 2021. Our SEL planning team continues to develop twice monthly events which culminate in hallway displays and classroom performance. (Our school's mental health work plan in action) Staff support group meets twice monthly from 7:30 to 8:20 am on Fridays. (On-going community building among staff members)</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>Every student every day takes the form of daily first period attendance gathering by a team of support staff members going from class to class to provide affirmation, connection and appreciation to attending students. First period attendance is the toggle the directs rewards, opportunities and praise towards students. Every student every day meets weekly to support students who are not making it in at all or for period one. They do this by holding counseling sessions, organizing home visits, conferring and planning with the student and by sending out reminder texts and phone calls when feasible. The success mentor plan framework is the organization structure through which we do everything outside of academic teaching. Success mentors have a group of students they communicate with on a daily basis to make all students aware of school initiatives, events, important happenings and to provide access to a wide array of services and opportunities for our youth. (Vaccines, testing, medical care, working papers,</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Differentiated and Culturally Responsive supports to: Students in Temporary Housing: Our STH students meet weekly with our STH student support social worker in a counseling, 1:1 format. These sessions track student mental and emotional wellness, identify needed resources and serve to keep our students connected to a supportive and relevant helping adult. Students partner with our social worker in identifying the program supports and outside agency supports they need or can best benefit from to address their diverse struggles. At the group and whole school level, special activities, incentive trips and offerings are set aside for this student group. Often these initiatives are blended within the school-wide opportunities, with reserved access provided to students in this group. Multilingual Learner/English Language Learner - is the majority of our school. Social clubs at lunch and in-class language supports keeps this group of students attending, organized and successful. We choose these students Success Mentors carefully and we nurture the dialogue and relationship they form with their mentor. Mentors meet weekly to spotlight any unique requests and needs which pertain to this group of students. Special opportunities for this group typically look like a whole school effort, given that MLL's are 60% of our student body (70+% of our regularly attending student body) Students with Disabilities - This groups of students has a guidance counselor, two social workers and three teachers assisting to ensure all student needs and relevant supports are in place. At 20% of our student body they are still a sizable number of students who's needs are monitored weekly by the above referenced persons. Cultural and Linguistic relevance is addressed at our school through resources provided by the ACCESS superintendent's office, our Student Voice committee and by the planned activities and actions of our SEL committee.</p>

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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