2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	12X521

School Name	The Metropolitan Soundview High School

Principal	Emarilix Lopez

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
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STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Metropolitan Soundview High School

District Borough Number (DBN):	12X521

Grades Served:	9-12

School Address:	1300 Boynton Ave. Bronx, NY 10473

Phone Number:	718-860-8240

Fax:	718-860-8232

School Contact Person:	Lydia Villanueva

School Contact Person Email Address:	lvillanueva@schools.nyc.gov

Principal:	Emarilix Lopez

United Federation of Teachers (UFT) Chapter Leader:	Brett Keeports

Parents' Association President:	Charise Matos

SLT Chairperson:	Emarilix Lopez

Title I Parent Advisory Council Chairperson (PAC):	Charisse Matos

Student Representative(s) Middle /High School:	Natalees Roman

Student Representative(s) Middle /High School:	

Community Based Organization (CBO) Representative:	Children's Arts and Sciences Workshop (CASW) - BEACON

School-Based Students in Temporary Housing (STH) Liaison:	Helena Perez

District Information

Geographic District:	12

Superintendent:	Renee Peart

Superintendent's Office Address:	1230 Zerega Avenue, Bronx, NY 10462

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

Phone Number:	718-860-8240

Fax:	718-860-8232

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
Silvia Patalano	Assistant Principal / Administration	
Brett Keeports	Teacher and UFT Chapter Leader / Teachers	
Charisse Matos	PTA President / Parents and Students	
Marques Rich	Assistant Principal / Administration	
Adonis Baez	DC37	

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
Silvia Patalano	Assistant Principal / Administration	
Brett Keeports	Teacher and UFT Chapter Leader / Teachers	
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Marques Rich	Assistant Principal / Administration	
Adonis Baez	DC 37	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	The Metropolitan Soundview Students build Character, Skills and Disposition to reach their highest potential in school, within their community and throughout their lives.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	The Metropolitan Soundview High School was founded in 2011 and is currently completing its tenth year. The school is located in the Soundview sector of the Bronx and is co-located in The James Monroe Educational campus. The 2022-2023 academic year marks the start of our twelfth year and we are proud to have graduated 80% of our seniors in August 2022. We have established school core values of Scholarship, Integrity and community. School initiatives embody these core values. In addition to NYS curricular requirements, students must complete eighty hours (80) of community service and participate in college and career readiness electives. As part of our college prep vision/mission, all students in the the 9th grade participate in the Peer Group Connection program and 11th - 12th grade undertake a college advisory class that focuses on SAT preparation, college search and application process. Metropolitan Soundview is housed inside The James Monroe High School Campus Building. There is a health clinic on site as well as a LYFE Center that provides day care for children of students. During our after school program students can participate in campus-wide PSAL sports teams and a campus-wide Beacon Program. Extended Learning Time is offered after school and students can participate in school-based clubs including art, dance, flag football, and fitness. In the 2022-2023 year, we will continue participating in the AP for ALL program where we offer Advanced Placement courses in English, Math and History. We also embed a College and Career Readiness Program for all students through participation in the DOE's College Readiness for All initiative where students and teachers are supported in creating post-secondary plans. We will be participating in the Civic Readiness Seal and Biliteracy Seal initiatives to support our students in achieving diploma designations that showcase their community involvement and language proficiency. Keeping in line with the Framework for Great Schools, Metropolitan Soundview students participate in a traditional school day. Our students however, have a double period numeracy block. We embed a Literacy AIS program for 9th graders to promote grade level literacy. To address the broad range of skills, students receive support from teachers through, smaller math and English classes for the lowest performing students, collaboratively taught classes and a strong emphasis on character development through our Peer Group Connection program (PGC). Students in grade 9 and 10 participate in the MAP Reading and Math Assessments. These assessments are administrated three times a year to identify student skills and progress. Among stronger 9th graders, most take Algebra; however 5% participate in Geometry, having passed the Algebra Regents in 8th grade. History and Science classes are not broken down according to skill level. We provide Integrated Collaborative Teaching (ICT) classes for IEP students and English language learners. The school day is dedicated to academic classes. Students begin taking foreign language in the 9th grade so that native-speaking foreign language students have an opportunity to gain Advanced Regents and participate in AP Foreign Language. At the junior and senior levels we offer our students Advanced Placement courses in Mathematics, ELA and US History. All 12th grade students participate in our college preparatory program. A core group of 11th and 12th graders will participate in a STEM elective. In addition to state mandated graduation requirements all MSHS students must complete 20 hours of community service each year. Students also participate in the College Now program at Lehman College. in an effort to grow our College Now participation, MSHS has partnered with Lehman College to offer and English Composition course in our school in the fall of 2022. Our school is partnered with the Children's Arts and Science Workshops. They support our school community with enrichment programs, SYEP, College Access and attendance support. In the afternoon, evening and weekends our school hosts a BEACON program through this partnership.

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	Actively Learn	Print/digital
ELA	9-12	Teacher Designed CCLS Units of Study	Tiered Text for diverse populations
Math	9-12	Teacher Designed CCLS Units of Study	

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)
Increase college readiness outcomes on ELA Regents.	In 2022 (Need Data) of students taking the ELA regent passed. (Need Data)of students passing the ELA Regents obtained a college ready score. Data was sourced from STARS.	This school year students returned to 100% in-person learning. There was a high SEL need. Addressing Socio-emotional needs consistently and appropriately will lead to increased academic outcomes. Given the moments of quarantine throughout the school year, learning continued to be disrupted at times.
N/A	N/A	N/A
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	XX%	By June, 2023, High School ELA for All Students will Increase 3%%, from XX% to XX%, as measured by NYS ELA Regents College Readiness Exam Results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Fall semester ELA course pass rates will be utilized as an indicator of progress toward ELA Regent outcomes. June 2022 ELA Regent remains a measurement tool.	Pass rates in fall semester ELA courses will be an indicator of success towards increasing college ready scores in June 2022 Regents.	70% pass rate in Fall semester ELA courses will be used a measure of success toward meeting goal.	As of Nov. 2022, 75% of students have received a passing grade in their ELA course during marking period 1.	January 2022 ELA course pass rates and January 2022 ELA Regent outcomes will be used as a measure. A target of 80% on both course pass rates and Jan. ELA Regent outcomes will determine progress toward meeting outcome.	June 2023 ELA Regent outcomes will be used as a measure. A target goal of 75% College Readiness scores on the ELA regent will be utilized as a measure.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Professional Development in Unit Planning to support planning and delivery of instruction.
09/08/2022	01/31/2023	Providing students with Tutoring in Core Content during non-traditional times.
09/08/2022	01/31/2023	Weekly department meetings to engage in protocols on analysis of student work.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/17/2023	Professional Development in Unit Planning to support planning and delivery of instruction.
02/01/2023	06/17/2023	Providing students with Tutoring in Core Content during non-traditional times.
02/01/2023	06/17/2023	Weekly department meetings to engage in protocols on analysis of student 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)
09/08/2022	06/17/2023	Monthly Parent Newsletter	
09/08/2022	06/17/2023	Monthly Parent Town Hall	

Human Resources	Teachers, Parent Coordinator, Assistant Principal, Instructional coach, Principal
Instructional Resources	Actively learn, Google Classroom, Engage
Schedule Adjustments	n/a
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)
Increase pass rate of Algebra I student outcomes	The June 2022 Algebra I Regent outcomes revealed a 30% pass rate.	Due to the Covid-19 pandemic, both staff and students missed several days of instruction. this instructional year our students experienced a high turnover of teachers in Algebra I classrooms. This caused interruption in learning and contributed to lower numbers students mastering Algebraic concepts.
N/A	N/A	N/A
N/A	N/A	N/A

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	30%	By June, 2023, High School Math for All Students will Increase 15%, from 30% to 45%, as measured by NYS CC Algebra Regent Exam.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 2021			
Fall semester Algebra course pass rates will be utilized as an indicator of progress since January Regents have been cancelled. At this time June Regents have not been cancelled, so it remains a measurement tool.	Pass rates in fall semester Algebra courses will be an indicator of success towards increasing college ready scores in June 2022 Regents.	70% pass rate in fall 2021-2022 Algebra courses.	As of Nov. 2021, 85% of students in Algebra courses are on track to obtaining a passing score. First marking period grades were utilized.	As of January 2022, 70% of students taking Algebra I will obtain a passing score in their credit bearing class.	As of June 2022, 70% of students taking the Algebra I Regent exam will obtain a passing score or higher.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/28/2023	Professional Development in Unit Planning to support planning and delivery of instruction.
10/03/2022	01/31/2023	Providing students with Tutoring in Core Content during non-traditional hours.
09/13/2022	01/31/2023	Weekly department meetings to engage in protocols on analysis of student work.

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	06/17/2023	Continuation of Professional Development in Unit Planning to support planning and delivery of instruction. Focus is to deepen and extend understanding and practice.
02/01/2023	06/17/2023	Providing students with Tutoring in Core Content during non-traditional hours.
02/01/2023	06/17/2023	Weekly department meetings to engage in protocols on analysis of student 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)
09/13/2022	06/17/2023	Monthly Parent Newsletter	
09/13/2022	06/17/2023	Monthly Parent Town Halls	

Human Resources	Parent Coordinator, Teachers, Instructional Coaches, Assistant Principals, Principal
Instructional Resources	Engage, Google Classroom,
Schedule Adjustments	n/a
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)
All academic departments must incorporate culturally responsive practices in their classrooms.	The 2020-2021 NYCDOE School Survey revealed that 76% of the MSHS school community felt they were a part of a supportive learning environment. However, 50% of students reported feeling supported by their teachers when they were feeling upset. During the 2021-2022 school year MSHS school staff participated in a CRSE PLCs. Where they engaged in a book study of Cultivating Genius and incorporated the HILL model in their unit and lesson plans. Students in classrooms where teachers practiced culturally responsive teaching felt a stronger connection to learning and experienced higher levels of engagement.	The MSHS school community needs to work towards a balance of academic high expectations, support and responsiveness to student emotional needs. The school community trends to primarily focus on academics. The pandemic surfaced additional socio-emotional needs and feelings of disconnect.
Intentional individualized socio-emotional support for identified students.	The 2020-2021 School Survey revealed that 50% of students felt supported by their teacher when they were upset.	The MSHS community successfully launched an adivosry program during the 2021-2022 school year. Given covid-related absences the school community was unable to provide stratgic and consistent individualized support to students needing additional SEL support. In 2022-2023 our program will grow to include student led restorative circles utilizing the PGC curriculum.
N/A	N/A	N/A

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	51%	By June, 2023, practices related to Personal Attention & Support will improve 10%, from 51% to 61%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	18%	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 18% to 28%, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
NYC School Survey	61%	51%	During the fall semester MSHS students in need of Tier II SEL support will participate in MSK and MBK emprowerment groups. These groups would have met three times.	During the Spring semester MSHS students in need of Tier II SEL support will participate in MSK and MBK emprowerment groups and would have met seven or more timestimes.	By June 2023 MSHS will experience a 10% increase in the Personal Attention and Support component of the NYC School Survey. This would show a growth from 51% to 61%
NYC School Survey	28%	10%	During the fall semester 9th grade MSHS students would have participated in six team building-restorative activities with a Peer Leader and designated teacher.	In the Spring Semester MSHS students would have participated in ten team building-restorative activities with a Peer Leader and designated teacher.	By June 2023 MSHS will experience a 10% increase in the sub component where students identify feeling supported by their teacher when upset. This would show a growth from 18% to 28%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Culture building activities to prositive school culture and build community. Grade level field day, School-wide field day, Student Town Halls.
09/08/2022	01/31/2023	Bi-monthly advisories to support students in establishing connections with an adult within our school community. Ninth grade students will participate in weekly advisory.
09/08/2022	01/31/2023	Equity Team will facilitate a CRSE PLC. The school community will engage in a book study of Cultivating Genius and incorporate the HILL model in their practice.

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	06/17/2023	Culture building activities to spromote positive school culture. Student Town Halls, students vs. staff sport competitions and end of year field day.
02/01/2023	06/17/2023	Bi-monthly advisories to support students in establishing connections with an adult within our school community. Ninth grade students will participate in weekly advisory.
02/01/2023	06/17/2023	Administrators will facilitate Inquiry PLCs. Teachers will engage in inquiry directly connected to their practice and classroom environment.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/17/2023	Two community building events for parents.	CASW-BEACON
11/12/2022	06/17/2023	Honor roll ceremonies where parents are invited to celebrate alongside their child.	CASW-BEACON

Human Resources	Parent Coordinator, Teachers, Guidance, Assistant Principal, Principal, School Aides, Community associate
Instructional Resources	CRSE Resources, "Cultivating Genius", PGC curriculum
Schedule Adjustments	We will implement a an alternate schedule during culture building days.
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)
Decrease the number of chronically absent students through engaging instruction.	During the 2021-2022 school year approximately 34% of MSHS students were identified as chronically absent or at-risk of being chronically absent. Males trend higher rates of chronic absenteeism. Among grade levels Cohort X had the higest number of chronically absent students. Data source is DOE Insight.	According to the 2021-2022 school survey, socio-emotional component, more than half of participants shared they have felt bored, stressed and worried while learning. This contributes to a feeling of disengagement in the school community.
N/A	N/A	N/A
N/A	N/A	N/A

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSEDâ€™sPotential ESSA Indicator Goal Sheet, if applicable. Refer to NYSEDâ€™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	34	By June, 2023, Chronic Absenteeism for All Students will Decrease 2%, from 34 to 32%, as measured by Chronic Absenteeism Rate.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 30, 2022			
YTD attendance rate will be utilized as a measurement tool.	65% of Students with Disabilities have an attendance rate of 80% or higher.	Attendance data	As of Dec. 2022, 66% of SWD have a YTD attendance rate of 80% or higher.	By January 2022, 67% of SWD will have a YTD attendance rate of 80% or higher.	By June 2022, 68% of SWD students will have a YTD attendance rate of 80% or higher.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/29/2023	Weekly attendance team meetings.
11/11/2022	01/21/2023	Providing students with individualized Tutoring in Core content during non-traditional hours.
09/14/2022	01/21/2023	Monthly celebrations for improved 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?)
02/01/2023	06/18/2023	Weekly attendance team meetings.
02/01/2023	06/17/2023	Weekly attendance team meetings.
02/01/2023	06/17/2023	Monthly celebrations for improved attendance.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/17/2023	Monthly Family Newsletters to maintain Parents informed and connected with our school community	Parent Coordinator, CASW BEACON Partner
09/08/2022	06/17/2023	Monthly virtual Town Halls with the Principal	
09/08/2022	06/17/2023	Two Community In-person Parent Nights	CASW BEACON Partner

Human Resources	Parent Coordinator, Teachers, Administrators, Guidance
Instructional Resources	Google Classroom, Actively Learn, Ipads, Chromebooks
Schedule Adjustments	N/A
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Align Transition Supports with Post-Secondary Goals	As of 2022 Audit, alignment between transition supports and post-secondary goals can be strengthened.	Uneven IEP writing practices amongst Special Education teachers
Increasing ELA and Math College Readiness Scores	As of 2021, almost all eligible students received Regents Waivers in Algebra and ELA. These students did not sit for the Regents exams.	Students earn necessary credits, but Waivers are not recognized as College Ready.
Increasing access to career development and vocational programs for Students with IEPs	As of 2021, Students with IEPs had limited college and career exploration opportunities outside of their College Prep Class.	Limited programming of college and career readiness pathways

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)	77%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the number and percentage of mandates fully linked for which students are programmed by Increase 10, from 77% to 85%, as measured by STARS - SESIS Linkage Report Outcomes.
All Students with Disabilities (SWD)	55	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the academic performance of ICT Students in classes needed for graduation by Increase 15, from 55% to 70, as measured by New Visions Portal.
All Students with Disabilities (SWD)	95	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Post-Secondary Plans by Increase 5, from 95% to 100, as measured by inclusion of targeted College and Career Readiness programming.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 5, 2022			
STARS - SESIS Linkage Reports and Power BI Reports	% of Mandates Fully Linked	89	89	92	95
New Visions Portal	Passing Scores	55%	55%	62	70
Student Schedules and Programming	Class Grades and Performance	95	95	97	100

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/13/2022	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review STARS - SESIS Linkage and Power BI Reports to determine inaccuracies
09/13/2022	06/30/2023	Increase college-readiness programming opportunities	Include a CDOS / NWRC Focused College Prep class for targeted students, as well as participate in FutureReadyNYC Program
09/01/2021	01/31/2022		
09/01/2021	01/31/2022		
09/13/2022	06/30/2023	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]	Monitor completion of Vocational Level 2's and Post-Secondary Interviews for annual / tri-annuals
09/13/2022	12/01/2022		
09/01/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Create and hold regular check-ins with Guidance, Attendance Team, Social Workers, and SBST to ensure any student referrals are appropriate

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)
09/09/2021	01/31/2022	Monthly Parent Newsletters	
09/09/2021	01/31/2022	Monthly parent town halls	

Human Resources	Parent Coordinator, Special Education Coordinator, Assistant Principal, Principal
Instructional Resources	SESIS, STARS Linkage Reports, Power BI reports
Schedule Adjustments	Students may receive instructional program changes per IEP recommendation
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)
Increase the Graduation Outcome for students with disabilities.	In 2022 Cohort X had 20 students with disabilities of which 17 graduated. New Visions Portal, DOE Insight and Internal progress trackers were utilized to cite data.	Students need additional strategic support in reading and writing. Covid-related abences disrupted consistent attendance and time in school.
Increase the overall Graduation rate	In 2022 MSHS graduated 80% percent of Cohort W in June.	Students experienced various pandemic related hardships. This posed a barrier to learning during remote and in-person learning.
N/A	N/A	N/A

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	80%	By June, 2023, Graduation Rate for All Students will Increase 2%%, from 80% to 82%, as measured by Graduation Rate.
Students with Disabilities (SWD)	85%	By June, 2023, Graduation Rate for Students with Disabilities (SWD) will Increase 2%, from 85% to 87%, as measured by Graduation Rate.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Credit accumulation and NYS Regent Pass Rates	2% increase in Regent Pass rates and 3% increase in overall credit accumulation	N/A	As of Nov. 2022, 80% of MSHS students are on track in the area of Regents pass rates. 79% are on track in credit accumulation in grades 9 and 10.	As of January 2022, 82% of MSHS students will be on track in the area of Regent Pass rates. 80% will be on track in credit accumulation.	As of June 2022, 83% of MSHS students will be on track in the area of Regent Pass rates. 81% will be on track in credit accumulation.
Credit accumulation and NYS Regent Pass Rates	3% increase in Regent Pass rates and 3% increase in overall credit accumulation	N/A	As of Nov. 2021, 75% of MSHS SWD students are on track in the area of Regents pass rates. 61% are on track in credit accumulation.	As of Jan. 2022, 75% of MSHS SWD students will remain on track in the area of Regents pass rates. 63% are on track in credit accumulation.	As of June. 2022, 75% of MSHS SWD students will remain on track in the area of Regents pass rates. 64% are on track in credit accumulation.

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	01/31/2023	Two Town Halls per semester to promote school culture and celebrate student success.
09/13/2022	01/31/2023	Bi-montly Grade Team and Department meetings to engage in protocols on analysis of student work.
09/13/2022	01/31/2023	Weekly Guidance check-ins with Administration to ensure accurate programming and progress towards graduation.
10/04/2022	01/31/2023	Providing students with Tutoring in Core Content during non-traditional hours allows students experiencing hardships as a result of the pandemic to engage in learning and receive support.

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	06/17/2023	Two Town Halls per semester to promote school culture and celebrate student success.
02/01/2023	06/17/2023	Weekly department meetings to engage in protocols on analysis of student work.
02/01/2023	06/17/2023	Weekly Guidance check-ins with Administration to ensure accurate programming and progress towards graduation.
03/07/2023	06/17/2023	Providing students with Tutoring in Core Content during non-traditional hours allows students to engage in learning and receive support.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/17/2023	Monthly Parent Newsletter	
09/13/2022	06/17/2023	Monthly Parent Town Halls	

Human Resources	Teachers, Parent Coordinator, Guidance, Assistant Principals, Principal
Instructional Resources	Units of Study, Chrome books, laptops, Google classroom
Schedule Adjustments	n/a
Other Resources Needed	n/a

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Grow the number of MSHS graduates with a post secondary plan.	In 2021 50% of graduates completed high school with a post secondary pathway. Data taken from from the HESC report provided by the NYCDOE C4A office of Post Secondary Readiness.	The pandemic posed hardships and created a level of uncertainty for our graduates. A number of graduates expressed a desire to seek employment and/or additional time to identify their next steps after the completion of high school.
Increase the number of students who earn College Credit as an upperclassmen.	In 2021 0 students earned college credit while enrolled as an upperclassmen. (Data sourced from the 2020-2021 DOE School Quality Guide)	Due to the COVID-19 pandemic, many of the colleges that offered College Now credit had more limited enrollment, which limited the our students' chances of successfully matriculating and earning college credit.
Increase the number of students completing Advanced Placement (AP) coursework.	In 2021, 13.7% of our students took Advanced Placement coursework. (Data sourced from the 2020-2021 DOE School Quality Guide)	Due to staffing, our school was unable to offer Advanced Placement Spanish coursework for the entire school year.

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	50	By June, 2023, the postsecondary enrollment rate for all students will Increase 5%, from 50 to 55%, as measured by 6 month Postsecondary Enrollment Rate .
All Students	0	By June, 2023, the number of students obtaining college credit will increase by at least 10 students, from 0 to 10 students, as measured by college credits accumulated through College Now.
All Students	13.7	By June, 2023, College, the Advanced Placement participation rate will increase 5%, from 13.7 to 18.7%, as measured by AP Participation Rate .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 2022			
Course enrollment	Increased student enrollment and credit accumulation	Enrollment in courses aligned to college readiness	10% increase in CCR course enrollment and academic success. Specifically Advanced Placement courses, advanced level math and science courses such at Algebra 2, Chemistry and Physics. As of Nov. 2021 50% of MSHS students are on track for College and Career Readiness.	3.5% increase in CCR course enrollment and academic success. As of Jan. 2022 an increase of 10% on the College and Career Readiness indicator.	3.5% increase in CCR course enrollment and academic success. As of June. 2022 MSHS hopes to maintain a metric of 63% on College and Career Readiness indicator.

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	01/31/2023	Professional development in Unit Planning to support planning and delivery of instruction.
09/13/2022	01/31/2023	Weekly department meetings to engage in protocols in student work analysis.
10/04/2022	01/14/2023	Providing students with Tutoring in Core content during non-traditional hours.

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	06/17/2023	Continuation of Unit Planning support to deepen understanding and practice.
02/01/2023	06/17/2023	Weekly department meetings to engage in protocols in student work analysis.
03/07/2023	06/10/2023	Providing students with Tutoring in Core content during non-traditional hours.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/17/2023	Monthly Parent Newsletter	
09/13/2022	06/17/2023	Monthly Parent Town Hall	

Human Resources	Parent Coordinator, Teachers, Guidance, Assistant Principal, CBO Partner, Principal
Instructional Resources	Units of study, Chrome books, Google classroom, Ipads, Instructional software
Schedule Adjustments	n/a
Other Resources Needed	n/a

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3: Push-in/pull-out support	Limited success with Tier 1 and 2	Teacher Support	small group and 1-1	during school	no
Tier 2: Tutoring and targeted intervention	Teacher identified students in need of additional academic intervention	Individualized support strategies determined by grade teams	small group and individual. Support may take place within the classroom	during school and after school	yes, only during after school
Tier 1: AIS in literacy and math, Differentiated materials, After-school	Level 1 in ELA and Math (8th grade score)	Lexia and IXL	Additional instructional ELA/Math whole class	during school	yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3 SEL: Daily Check-in, BIP	Limited success with tier 1 and 2	Counseling, behavior modification strategies	Individual	During school	no
Tier 2 SEL: At-risk counseling	Participants are identified by guidance based on socio-emotional wellness and/or academics	Counseling and success mentoring	Small group and 1-1	Group counseling sessions during school or after school.	no
Tier 1 SEL: Advisory	All students will participate	Peer Group Connection Restorative Circles	Small group	During school	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	The Metropolitan Soundview High School currently has 44 students in Temporary Housing

Describe the services you are planning to provide to the STH population.	For the 2021-2022 school year MSH will provide STH students with the following services and supports: 1. Mental health support through 1-1 in-house counseling and group counseling 2. School uniforms 3. Chromebook or Ipad for use at home 4. Double literacy and mathematics instructional time 5. Access to medical care through Urban Health school based clinic 6. 1-1 Academic tutoring

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

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

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

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

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

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

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

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	12
Borough:	Bronx
School Number:	521

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	Emarilix Lopez
Assistant Principal	Silvia Patalano
Coach	Krishna Saha
Coach	
English as a New Language (ENL)/Bilingual Teacher	Lauren Ortiz
School Counselor	Sonja Williams
Teacher/Subject Area	Brett Keeports/ History
Teacher/Subject Area	Maritza Montilla/ ELA
Parent	Charisse Jones
Parent Coordinator	Edwin Frias
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:	4
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	N/A
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	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 not 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]:	0

D. Student Demographics

Total number of students at your school (excluding pre-K):	422
Total number of current ELLs at your school:	74
Total percentage (%) of current ELLs at your school:	17.5%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.2%

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	Our students travel together as a group and they are heterogeneously grouped by grade level. ELLs at the entering and emerging levels of proficiency receive a period of ENL instruction in the Standalone ENL class. This class serves those students at the entering and emerging levels and is of mixed grade levels (grades 9-10 or 11-12). This class affords students the opportunity to take risks and enjoy the English language in a supportive environment.
Integrated English as New Language (ENL)	English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English). Our ENL students at MSHS receive ENL support services via the ICT co-teaching models. Co-teaching models are provided by an ENL teacher who regularly meets and plans lessons with the content teachers to ensure lessons meet the needs of the English Language Learners and promote English language acquisition. This cumulative effort allows us to reap the benefit of peer support in every classroom. Instruction is led by a licensed ENL and content-area pedagogue.
Bilingual Education (If applicable) ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program	N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	The ENL coordinator and the Metropolitan Soundview programmer work to ensure that all ELL students receive the required units of ENL/ELA instruction according to the CR Part 154-2 (9-12). ELL students at the entering level of English language proficiency receive 540 minutes of ENL/ELA per week. Students at the emerging level of English proficiency receive 360 minutes of ENL/ELA per week. At the transitioning and expanding level of proficiency, students receive 180 minutes of ENL/ELA per week. The organization of staff ensures that the mandated number of instructional minutes is provided to students by scheduling ENL-certified teachers to co-teach ELA/ENL and History. If schedule allows, additional ENL co-teachers are placed in the science and math classes. On a monthly basis, the EDUR is sent to the principal and in turn, forwarded to the ENL coordinator. The administration and ENL teamwork to reprogram students through STARS to meet compliance needs.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	13.5% of the ELLs at MSHS are Newcomers. 2.7 % of students are SIFE at MSHS. Newcomer ENL students are programmed for ENL instruction in the Standalone ENL class. Time and emphasis are spent on social-emotional activities to acclimate the newcomer students to MSHS. Newcomer students are also entitled to scaffolded assignments and native language support in their content area classes (if available).
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	67.6% of the ENL students at MSHS are long-term ELLs. Students are programmed to receive the appropriate amount of ENL minutes based on their proficiency level and the CR Part 154 guidelines. Our long-term ELLs are in co-taught classes for ELA and History. Through professional development and co-planning, appropriate scaffolds are provided for the ENL students. When necessary, the developing ELLs (18.9%) work in small groups or one-on-one with the ENL teacher. This small group assistance will allow for more individualized time to re-explain content, answer clarifying questions, and practice specific skills.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	0.2% of our ENL students are former ELLs. Former ENL students are eligible to receive 90 minutes a week of support which is delivered in a co-taught class.
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?	NYSESLAT was administered during remote learning, when 75% of the student body was learning from home. Due to COVID, less than 25% of ENL students participated in NYSESLAT testing. Student strengths include speaking and writing. However, there are also a significant number of ELLs performing low in those modalities as well. Students in the upper grades scored higher across all modalities, whereas students in the lower grades showed the greatest areas of need. For example, students in the lower grades need additional support in speaking and writing.
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?	Using the data available, the ELA/ Math 3-8 assessment, ELLs are scoring mostly level 1 and a few level 2s. No 2019 data was available for the ELA Regents exam. Due to the COVID-19 pandemic, there are no Regents scores available for 2020 and 2021.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The at-risk indicators that are most significant include long-term ELL status, students that are over-aged and under-credited, and those that are levels 1 and 2 in ELA and Math. Increased attendance must coincide with focused interventions in order to result in growth.
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?	A majority of our ENL students speak Spanish. Two students have Arabic as their home language. The remaining languages Twi, French, Fulani, Hausa and Urdu each have one student listed for their home language. Our current instructional focus includes forming a CRSE curriculum, in which all staff (instructional and non-instructional) are partaking in ongoing professional development where they engage in conversations about equity. Our staff regularly utilizes NYCDOE translation services as needed to communicate with families, both verbal and written, as well as tech-based language supports within the classroom.
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)?	Our ELLs have multiple racial, ethnic, and cultural identifications. MSHS teachers are currently undergoing professional learning to adopt a CRSE unit-planning framework that is inclusive of language diversity and intersectionality. Guided by the work of the MSHS Equity Team and ILT, ongoing professional development encourages teachers to plan lessons that are inclusive of student identities as well as racial, ethnic, and language classifications.
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?	About one third of the ENL students at MSHS also have an IEP, the majority falling at the expanding level. In some cases, students' learning needs impact the learning progress, as well as, progress in language development. Most often, our dually identified ENL students are in ICT classes while receiving ELL services.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The ILT's purpose is to regularly review MSHS instructional practices across several factors, including ML/ELL performance. Co-planning models and best practices are routinely reviewed through learning walks, classroom visits, data analysis, and student work analysis.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	The language of instruction is English, however, home language support is available to students when necessary. If available, students receive translated material to assist with access to content materials. Google Translate is available to support teachers in evaluating student work if and when the work is not done in English. Teachers at MSHS engage in PLCs and co-planning to plan standards-aligned tasks. The ENL and content teachers refer to the ENL proficiency levels, the student's IEP (if they have one), and the overarching essential questions of each unit when engaging in planning conversations. A variety of co-teaching strategies, for example, parallel teaching is used to facilitate small group instruction. ENL teachers embed the appropriate scaffolding to content delivery and materials to ensure access to content and English language progression is taking place simultaneously. Teachers provide tiered materials for students based on levels. When available, audio and technology are used to support language access. ENL and content teachers are present together and scaffolded materials will be available for students to complete.
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.	Teachers at the Metropolitan Soundview High School have participated in professional development focused on both Collin's Writing training and Visual Thinking strategies. These resources coupled with a variety of co-teaching strategies are evident in our classrooms. All ENL students, especially those with IEPS, have access to the following resources below: - English/ Reading comprehension: Teacher-created curriculum, tiered novels, Audible, Actively Learn, CommonLit.org, Quizziz, Sparknotes, NewsELA -Mathematics: Quizziz, Ed Puzzle, Pear Deck, Flip Grid, Geometry and Trigonometry programs, glossary of terms -Science: Regents aligned- teacher-created units of study, NYS Regents glossary of terms and teacher-created packets, Actively Learn, Ed Puzzle -History: Regents aligned- teacher modified units of study from Passport Curriculum, Padlet, Everfi (for Economics) -ENL: NewsELA, Grammar Explorer, Duolingo, teacher-created units of study for the stand-alone curriculum.
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?	During SIT Team meetings and individual co-planning sessions, teachers meet to view weekly data and set goals. This data allows for teachers to evaluate student progress and plan accessible lessons. The ultimate goal is for teacher-led support to decrease as students grow in capability.

Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	For the 2021-2022 school year, MSHS transitioned to the MAP reading assessment. This assessment is aligned to ELA Common Core Standards and provides Lexile scores for individual students. The MAP assessment is administered three times in the school year. ENL teachers utilize MAP assessment data to provide individualized and strategic language supports to MLLs. Language focus areas are also determined for stand-alone classes.

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.	Teachers at MSHS provided targeted intervention programs to support ELLs who are not showing sufficient progress on the skills and/or competencies measured, especially in ELA and Math. Teams like the SIT, Grade level, ENL, and SEPD teams meet frequently to identify interventions and monitor the impact of these interventions. Through progress monitoring, adjustments can be made as necessary. Co-planning teams use data to determine student grouping, appropriate scaffolding, and meaningful assessments. Entering and Emerging ELL are provided with 1-1 devices to support language access in all subject areas and for use at home. Additionally, all ELLs, including those with IEPs, are offered academic assistance during our Saturday program and after-school.
a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	District Public Mock Regents - District Public is a data analysis group that creates and analyzes assessments for schools. Starting in 2021, Digital Mock Regents are designed for each Regents content area, specifically targeting skills and standards that are the highest needs area based on past Regents performance. After students complete the Mock Regents, District Public grades and analyzes the assessments and provide deep data analysis. Content, ENL, and IEP Teachers then utilize this data to make curriculum decisions for the upcoming school year. -MAP Growth Assessment- MAP Growth assessments provide a scaled score referred to as the RTI score, which quantifies a student's academic performance. The RIT score allows teachers to identify students' achievements in ELA and Math. -Regent Aligned Mathematics Baseline- Teacher-created exam assists teachers with student grouping in class. Teachers can decide whether or not to have homogeneous grouping with all students on the same or near the same levels or heterogeneous grouping, mixed levels of proficiency all working together. - ENL Baseline Exam- Teacher created exam is administered and graded by the ENL department to assess levels of English proficiency in Listening, Reading, Writing, and Speaking. -The Spanish LAB is administered to students that are newly arrived at the DOE. Once scored, teachers are notified of the Native language level. Teachers are encouraged to use this data when looking for Native language material support. -The NYSITELL scores are also shared with the staff to drive ELL programming and classroom instruction. The ENL teachers meet with the various grade levels and departments to discuss what each language proficiency level means.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Teachers can provide Regents aligned tasks to students. Given that MSHS uses Regents aligned tasks, students are receiving grade-appropriate material. Many exams are available in a variety of home languages and students have the opportunity to use the translated edition of the exam. Google Translate is available to support teachers in evaluating student work if and when the work is not done in English. Results from the MAP baseline assessment have been disaggregated to inform teachers about student performance levels. Specific data is available to determine ELL proficiency in ELA and Math, which then informs curriculum development and interventions.

SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	Summative assessments include teacher-created tasks that are aligned to the NYS regents and NYC performance tasks. The ENL department offers the content teacher some additional strategies to use with the ENL student(s) that is struggling. After reviewing midterm and final assessments, program/ schedule changes can be made to accommodate the student's needs. Content and ENL teachers often engage in data analysis to examine student work and discuss the progress made / or lack thereof and the necessary interventions needed.
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.	The ENL coordinator notifies families of the testing period for the 2022-23 school year. After attending the NYSESLAT administration training session hosted by the Peart District office, in-house NYSESLAT training and norming takes place for the speaking exam and later the LRW exams. A schoolwide testing schedule is created and emailed to the school community. All ENL teachers at MSHS administer the NYSESLAT exams in such a way as to not disrupt student learning in core subject areas. Exams will be scored and scanned into ATS when grading has been completed. Lastly, all NYSESLAT materials will be packed and shipped back to Metritech.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	All required services and supports correspond to ELL's ages and grade levels. Tasks assigned by MSHS teachers are aligned to regents and therefore are aligned to appropriate grade levels. ENL teachers advocate for ELL students during the co-planning meetings and work with content teachers to ensure that services and resources are appropriate to both their language level, grade, and age. ELLs with IEPs benefit from team learning, modeling, teacher-created materials, assistive tech, tutorials, graphic organizers, fluency reading during individualized instruction through small groups. In these small settings, English language use and participation are more likely and teachers are better equipped to support student engagement and discuss individual needs. Teachers of ELLs with IEPs meet to discuss student progress and plan accessible lessons. Teachers utilize a variety of educational platforms to help engage students and to provide more opportunities to check for student understanding.

b. SIFE	SIFE students receive 90 minutes of English language instruction daily. SIFE students focus on building foundational academic skills, so content is differentiated accordingly. Student assignments are based on similar content, but the task and objectives for these students will be modified. Simplified materials in the students first language are provided and students demonstrate content proficiency or skill mastery using alternate assessments.
c. Newcomer	These students also receive 90 minutes of English language instruction daily. Co-teaching teams focus on providing content in the students' first language while adding scaffolds to make English class instruction accessible. As the student grows in their language proficiency throughout the year, differentiated English tasks will be added. Newcomer students are supported by translation technology, dual language texts, and scaffolding in English and Global where an ENL co-teacher is there to support them.
d. Developing	Developing students receive ENL co-teaching support in their literacy-based courses of ELA and Global at least four days a week. Content lesson objectives are modified to include a focus on language development. Content readings may be simplified, chunked, or supported with various forms of media. Content tasks are adapted based on students' ability and levels so students complete work with the support of sentence stems, graphic organizers, or discussion boards. In the remote setting, these students are paired with both an ENL and content teacher. In addition, digital learning platforms such as actively support developing students by streamlining vocabulary and translations.
e. Long Term	These students receive a 90 minute literacy and mathematics blocks and are also supported by ENL teachers in their literacy based classes of Global and ELA. The co-teaching in these courses ensures that content is presented through multiple modalities and that students are receiving academic language instruction. Students at this level may receive additional support through tasks that are chunked, writing graphic organizers and models, and extended time. The access to two teachers also supports students if they want help outside of class time. This group of students will also benefit from online learning platforms such as Actively Learn and will be able to access ENL teachers for support in writing tasks that may be broken down further in a small group as opposed to being completed independently.
f. Former ELLs up to two years after exiting ELL status	Former ELLs up to two years after exiting ELL status- Former ELLs will benefit from many of the structures previously discussed including the 90-minute block periods in English and math. Instruction for these students is frequently co-taught depending on what courses the students require for graduation. During state-mandated testing, these students all receive accommodations. Many of the strategies provided to other students are also available to this group of students depending on their needs. After-school tutoring groups also are currently made available to students who require them. ENL teachers will continue to monitor the progress of the students and conduct outreach as needed to ensure that these students remain on track and have access to interventions should they need them.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	MSHS offers ENL instruction. Home language needs are assessed using NYSITELL. Home language support is provided strategically to students as needed in the classroom. Translated instructional material is available and Entering/ Emerging ELLs are supplied with an iPad or other tech for translation support. In the virtual setting, distance learning platforms such as Actively seamlessly provide vocabulary, fluency, and translation services for students. In addition, student work can be uploaded in multiple languages to Google Classroom and online audible texts are often provided in the home language of students for support. Teachers that do not speak the student's home language utilize Google Translate or other services to provide access to material in the student's native language. During state assessment, students receive materials in the native and target language along with glossaries. All ELLs at MSHS are aware that they are entitled to materials in their native language.
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?	MSHS offers Spanish 1, 2, and 3 as well as opportunities to join all AP classes (AP Spanish Language, AP English Literature, AP English Language, AP US History, AP Calculus). MSHS will incorporate the Capstone Biliteracy Project for students.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	All pedagogues at Metropolitan Soundview High School are certified in their content area of specialty. Our teachers will have the opportunity to participate in ENL workshops provided by the UFT and the Bronx Borough Office. In addition, the ENL teacher, the guidance counselor, and the secretary receive training in-house. The ENL Coordinator attends the monthly ENL liaison meetings. The department is also encouraged to attend professional development offered by the UFT and the DOE ENL office. In efforts to facilitate the implementation of appropriate instructional methodologies for the improvement of outcomes on assessments in our ELL population, teachers will be asked to participate in staff development sessions and inter-visitations. Our use of Professional Learning Communities allows for small teacher teams to conduct lesson studies, gap analysis of student work, and engage in conversations revolving around Visual Thinking Strategies and the CRSE Framework. As a result of a holistic approach in professional learning, how ELL and IEP students learn, informs co-planning and co-teaching practices schoolwide.
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).	The Metropolitan Soundview High School provides PD sessions that focus best practices for co-teaching strategies and integrating language and content instruction for English language learners. When teachers engage in conversation about "designing coherent instruction", for example, they are engaging in conversation about how to facilitate the acquisition of English while building content knowledge. The ENL teachers also participate in PD dedicated to the language progressions in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL Department members also receive emails from Cristina Melendez, the CEO of the Beyond Limits Consulting company. Our Professional Learning Communities at MSHS also went through a learning cycle in which teachers engaged in inquiry work to reveal the best strategies that best promote discussion with ELLs. Additionally, teacher teams work in their PLC's to examine a variety of Visible Thinking strategies. Teachers choose strategies to focus on for a period of time and reconvene to look at student work. Based on the student work gap analysis, targeted strategies for ELLs are created, shared, and implemented.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	Parents, including ELL parents, are invited to attend our Family Night in September. Parents have the chance to meet their child's teachers and visit the classrooms. The College and Career Readiness teachers and guidance counselors also bring families to the school to discuss post-secondary options for their children. Parents have access to informational sessions about financial aid, assistance with FAFSA, and other post-secondary options. If needed, translators are requested and made available for families. The Parent Coordinator and guidance counselors are also working to increase parental involvement in the PTA. In the past, parents have attended a school trip to the Repertorio Espanol. Bingo Night is also a popular event in which parents participate.
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.	We recognize that many of our ELL parents find involvement with their child's school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. This joint effort requires extensive outreach and an ongoing mechanism through which parent-school communication can happen. At our school, that means an active Parent Coordinator who encourages increased ELL parental involvement in our Parent Organization. We will host ELL Parent Meetings for newly arrived families in which parents are informed of their children's options and given the chance to ask questions and voice any concerns they may have. Parents are notified of the translation services available to them. All notifications sent to parents/guardians are written in the main home languages spoken at our school. During meetings, translation/interpretation services are available and utilized if needed. We have several staff members who are able to speak the language spoken in some of the homes of our students. The Parent Coordinator will also work in tandem with the ENL team to schedule the one-on-one yearly meetings with each ENL family. All phone call attempts, meeting minutes, and signatures will be logged and stored in the ENL binder. These individualized meetings can also take place via Google Meets and/or Zoom.

Additional Information

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

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Newly enrolled 9th-grade students are provided with an orientation of the school through Summer Bridge or an adapted model of this program in order to acquaint themselves with facilities, teachers, and school expectations. All 9th-grade students who enroll will also be paired with a PGC leader who will mentor them. PGC is a peer mentoring program in which junior and senior students mentor small groups of 9th graders. Older students who enroll are partners with college prep teachers and the ENL Coordinator facilitates a workshop focusing on college and career readiness. These workshops are held in English and in Spanish, although other language translation is available should it be needed.
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.	Lydia Villanueva- Pupil Accounting Secretary - Receives information from the administration and/or the Bronx Enrollment Center. Informs the team of the new student(s). Welcomes family in the main office and handles registration paperwork. Edwin Frias- Parent Coordinator- Welcomes families and provides a guided tour while giving a brief overview of the school. Lauren Ortiz- ENL Coordinator- Interviews family and administers HLIS. NYSITELL and Spanish Lab are also administered by the coordinator. Helena Perez and Sonja Williams- Guidance Counselors- Reviews transcripts for newly arrived students to MSHS. Jaclyn Fiore- ENL Teacher- Available for NYSITELL administration if coordinator is not available

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
Edwin	Frias	Parent Coordinator	2018-2019	No	

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
Edwin	Frias	Parent Coordinator

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	3	.47	3	.47
Oneida	1	.16	1	.16
French	6	.95	6	.95
Fulani			0	0
Hausa	1	.16	1	.16
English	389	56.3	388	56.15
Spanish	265	41.8	266	41.96
Bengali	2	.32	2	.32

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	5	11
Arabic	1	1
Mandarin	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: - Part III of the Home Language Identification Survey (HLIS) - Automate The System (ATS) reports - Student Emergency Contact cards - Surveys conducted by your school.	The Metropolitan Soundview High School utilizes the following sources to communicate with families: ATS, Student Emergency Contact Cards, In-house Google Forms. School notifications are sent in English and an alternate identified language of preference. Metropolitan Soundview Faculty and staff receive a language survey in September. The purpose of this survey is to identify foreign languages spoken among staff. The school relies on in-house staff for immediate translation needs. The NYCDOE Language and Interpretation Unit is utilized for meetings with parents/caregivers speaking a language that is not spoken by any staff member of our school community.

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.
Parent-Teacher conferences	2-4 times per year	Letter is translated into home languages. School-based staff translates into Spanish. The school utilizes Google-Translate to translate letter into additional languages.
Parent Newsletter	Monthly	Letter is translated into home languages. School-based staff translates into Spanish.
Testing Calendar	September, January and June	Letter is translated into home languages. School-based staff translates into Spanish. The school utilizes Google-Translate to translate letter into additional languages.

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.
Family Night/Curriculum Night	September and April	School utilizes Spanish-speaking staff as translators and makes arrangement to utilize the language interpretation unit for additional languages as needed. Our LAC facilitates this process.
Parent-Teacher Conferences	November and March	School utilizes Spanish-speaking staff as translators and makes arrangement to utilize the language interpretation unit for additional languages as needed. Our LAC facilitates this process.
Individual Conferences	It varies depending on need.	School utilizes Spanish-speaking staff as translators and makes arrangement to utilize the language interpretation unit for additional languages as needed. Our LAC facilitates this process.

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..)	In the event of an emergency MSHS will notify families via our email distribution list and Phone Master. Google translate will be utilized to translate the message into the home languages of or families. Our phone master messenger service can translate messages into Spanish.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	During a student specific event, MSHS will phone the home of the student. During an emergency, Google translate will be utilized. Should the student remain in school, they will take home a school letter written in English and translated into the home language.
(C) If a parent has an emergency and needs to contact the school.	When families contact the school, we utilize Spanish-speaking staff to maintain positive and active communication with our families. When families speaking languages other than English or Spanish contact the school we contact the language interpretation unit, so they may serve as translators and facilitate the conversation between our caregivers and school representatives.

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	Turnkey training. Distribution with signature collection.
Over-the-Phone Interpretation Desk Aid	Turnkey Training, Paper distribution, electronic distribution
Language Access Handbook	Turnkey Training, electronic distribution
T&I Unit InfoHub Link	Turnkey training, electronic distribution

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).	Our Parent Coordinator is the Language Access Coordinator for the school. He will lead an informational session in September to provide staff with information on Chancellor's Regulation A-663, translation and interpretation unit services. The Language Access Handbook is provided digitally to our staff and is housed in our school's Drive.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	Our Parent Coordinator is the Language Access Coordinator for the school. He will lead an informational session for families in September to provide staff with information on interpretation unit services. During this meeting families will be made aware of their right to receive school letters, notice for events, parent newsletter and communication in their preferred language.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	MSHS will gather parent feedback during monthly Virtual Town Halls and parent surveys.
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.	MSHS families have expressed interest in receiving the parent newsletter in both English and Spanish. They have also responded positively to virtual engagements during the evening. Spanish is the predominant home language of our families. During the 2022-2023 school year, we will continue offering virtual parent workshops, town halls, and both digital and hardcopy mailings of the monthly parent newsletter.

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:	The Metropolitan Soundview High School
DBN:	12X521
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:	75
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	1

Describe the direct instruction supplemental program here and include the • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials	Our Title III program will target students that need support in credit accumulation and language skills. The direct instruction supplemental program for the Fall semester will commence in October 2022 through June 2023. It will take place after school two times a week, Wednesdays and Thursdays, as well as most Saturdays to ensure all ELL students are academically successful. All instruction will be in English. Past editions of the state Regents, teacher-created Regents review materials, and necessary language support materials, such as glossaries, will be utilized. When necessary, native language material/ activities will be provided. MSHS will also be using in-house supplemental materials and NYS resources provided by the NYSED website and EngageNY. Attendance records will be kept by the teacher for each session. All attendance forms will then be stored in the Title III Binder in the main office.
Rationale	In order to achieve this success, the ENL students must accumulate the necessary credits for graduation and pass all the New York State required regents examinations. Students will receive support in their content area classes that culminate in a Regents to ensure students are prepared for 2023 Regents exams. Through the Title III program at MSHS, the ENL students will strengthen their skills in the 4 academic modalities: reading, writing, speaking, and listening. While strengthening their skills in these modalities, students will also prepare for the Spring 2023 NYSESLAT exam.
Subgroups and grade levels of students to be served	According to the April 2022 EDAT, an estimated 67.6% of our ENL students are long-term ELLs, therefore, it is important that content and language instruction be integrated daily. According to October 2022 UDR, when reviewing the list of the incoming freshmen and counting the current 9th-12th graders, the number of ENL students within each proficiency level are: 9th Grade Entering - 2 Emerging - 1 Transitioning - 6 Expanding - 16 Commanding - 4 10th Grade Entering - 0 Emerging - 1 Transitioning - 7 Expanding - 13 Commanding - 2 11th Grade Entering - 1 Emerging - 3 Transitioning - 5 Expanding - 3 Commanding - 1 12th Grade Entering - 0 Emerging - 1 Transitioning - 2 Expanding - 14 Commanding - 1
Schedule and duration	The Title III Supplemental Program will include weekly after-school sessions on Wednesdays and Thursdays for two hours each. Most Saturday Academies will run from morning to early afternoon on site.
Language of instruction	We will be using the students' targeted language: English.
Number and types of certified teachers	The average number of teachers in the program is 2, with 1 content-area teacher and 1 ENL-certified teacher.
Types of materials	Students will be engaged in Regents-aligned tasks. For ELA, students will be able to utilize tiered texts in both Lexile Level and presentation. Educational technology will be utilized, such as Actively Learn, Read&Write, and News ELA.
Include any additional details here:	Mandated students will be identified based on language and academic needs. However, all students will be encouraged to participate in the program.

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

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	See below for MSHS' professional development program in support of Title III.
Rationale	All professional development at MSHS is culturally responsive. When engaging in inquiry, teachers have the opportunity to focus on ELL-related needs and areas of growth, specifically strengthening the four modalities of reading, writing, speaking, and listening.
Teachers to receive training	The entire instructional staff at MSHS will engage in each professional development cycle.
Schedule and duration	Professional Development will be scheduled in cycles throughout the year. In June 2023, teachers will engage in a Showcase where they present their learnings and student performance data.

Topics to be covered	1. Designing Culturally Responsive Units, MSHS ILT Hands-on workshop using Ghouldy Mohommed's Cultivating Genius to engage in a book study and to revise Units to reflect CRSE practices. Teachers will also revisit the various models of co-teaching in the ELL classroom and how co-teaching models can be utilized to support the CRSE framework. 2. Inquiry PLC, Silvia Patalano, Assistant Principal Teachers will be given an opportunity to engage in inquiry cycles according to their own problem of practice, particularly related to ELLs, Students with IEPs, and students who are dual-classified. Inquiry cycles will be rooted in data analysis and will inform future unit planning practices. 3. Discussion Protocols Maritza Montilla, PCT A guided introduction to various discussion protocols that support content, engagement, and language development. Teachers will engage in planning lessons with the various dis session protocols in mind, and engage in feedback and reflection about student work. 4. Understanding the NYS Language Progressions Lauren Ortiz, ENL Teacher A hands-on workshop where teachers work in academic departments to research, identify, and present scaffolding strategies that will help Ells access content and progress in second language acquisition. Teachers will engage in discussion about the New Language Arts Progressions (NLAP) and how they align to student ability according to the NYSESLAT proficiency levels. Teachers will engage in dissecting unit and lesson plans to reflect on how those levels impact their teaching. 5. Lesson and unit development, Krishna Saha, Coach Teachers will receive small group and/or individual instruction on developing unit plans and lesson plans utilizing understanding by design and embedding appropriate scaffolds or differentiation in support of student needs. Teachers will utilize qualitative and quantitative data to inform their instructional decisions. Dr. Saha will observe teacher practice and implementation of unit, providing real-time feedback.
Name of provider	Professional Development is designed in-house by both administration and teachers. Several teachers have been trained as NSRF PLC facilitators. Dr. Krishna Saha designs individual and small-group professional learning.
Include any additional details here:	N/A

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: - rationale - schedule and duration - topics to be covered - name of provider - how parents will be notified of these activities	The parent engagement activities listed below are targeted for parents of Ells.
Rationale	These workshops will cover essential information for parents on their students' academic progress and strategies to help them be successful. MSHS will invite parents to ensure that they know the school is a resource for the family. Together we will work to ensure academic success for all students.
Schedule and duration	Parent engagement activities will be conducted twice in the Fall, and twice in the Spring.
Topics to be covered	1. What does it mean to be college and career-ready? Sonja Williams Guidance Dept. Parents will get an overview of the college planning timeline at MSHS. Parents of ENL students learn of the promotional criteria for high school graduation and how to support their child to become "college and career ready." 2. Sync Grades Lauren Ortiz, ENL Coordinator Hands-on workshop to show parents of ENL students how to access and familiarize themselves with the content of the website. Parents/guardians will have immediate access to their child's daily grades, anecdotals, and attendance. Parents will also be made aware of the translation services available through the DOE. 3. Community Resources- Edwin Frias, Parent Coordinator Parents of ENL students are familarized with academic, socio-emotional, and enrichment resources to help their child succeed. In addition, a presentation of resources available within the community is provided to help parents with financial need (rent) and assistance with accessing Wifi through the New York Public Library. MSHS's CBO, Children's Arts and Sciences Workshops, will liaise with families and the school. 4. NYSESLAT- ENL Department Parents of ENL students will become familiarized with the structure of the NYSESLAT exam. Dates for administration will also be shared.
Name of provider	Parent engagement activities will be led by the MSHS Parent Coordinator, ENL teachers, Guidance, and other staff members. The MSHS Beacon program, Children's Arts and Science Workshop, will liaise with families and the school.
How parents will be notified of these activities	Parents will be notified of virtual engagements through phone master, backpack flyers, email, Google Calendar notifications, and social media.
Include any additional details here:	This program will be at no cost to Title III.

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.

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

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	Culturally Responsive Teaching and Learning Practices Inquiry Learning UBD Unit Planning and Lesson Development Making Thinking Visible Strategies School-wide Annotation and Note-taking practices PLC Learning structure for staff

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$436,849	x	Sections 5, 6, 7
Title I, School Improvement 1003(a)	Federal	$505,757	X	Sections 5, 6, 7
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	$12,182	X	Sections 5, 6, 7
Title III, Immigrant	Federal	N/A	N/A	N/A
Title IV, Part A	Federal	$6,747	X	Section 5
Tax Levy (Fair Student Funding)	Local	$4,519,474	X	Sections 5, 6, 7

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.

- The CEP will be implemented no later than the beginning of the first day of regular student attendance.

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