2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	11X532

School Name	Baychester Middle School

Principal	Shawn Mangar

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

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

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Baychester Middle School

District Borough Number (DBN):	11x532

Grades Served:	6th-8th

School Address:	3750 Baychester Avenue Bronx, NY 10466

Phone Number:	718-547-1890

Fax:	718-547-1895

School Contact Person:	Shawn Mangar

School Contact Person Email Address:	SMANGAR@SCHOOLS.NYC.GOV

Principal:	Shawn A. Mangar

United Federation of Teachers (UFT) Chapter Leader:	Crystal Johnson

Parents' Association President:	Marisol Colberg

SLT Chairperson:	Crystal Johnson

Title I Parent Advisory Council Chairperson (PAC):	Natasha Robinson

Student Representative(s) Middle /High School:	Miah Reyes

Student Representative(s) Middle /High School:	Serenity Rosa

Community Based Organization (CBO) Representative:	Quenton Hunt, MMCC

School-Based Students in Temporary Housing (STH) Liaison:	Eliana Hernandez

District Information

Geographic District:	District 11

Superintendent:	Cristine Vaughan

Superintendent's Office Address:	1250 Arnow Avenue Bronx, New York 10469

Superintendent's Email Address:	CVaugha2@schools.nyc.gov

Phone Number:	718-519-2620

Fax:	(718) 519-2626

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	
Shawn Mangar	Principal or Designee*		
Crystal Johnson	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Marisol Colberg	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Joseph Haywood	District Council 37 (DC 37) Representative (staff), if applicable		
N/A	Title I Parent Advisory Council Chairperson (or alternate)		
Miah Reyes	Student Representative (Required for middle and high schools)		
Serenity Rosa	Student Representative (Required for middle and high schools)		
Quenton Hunt	CBO Representative, if applicable		
Nicaury Villar	Teacher/UFT		
Vicky Rodriguez	Parent		
Nicole Sutton	Parent		
Eliana Hernandez	Guidance Counselor/UFT		
N/A	Member/		
N/A	Member/		
N/A	Member/		
N/A	Member/		
N/A	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	We believe that our first responsibility is to our students and to their right to an education that prepares them to succeed in college. Our students will receive daily personalized support and enrichment in a safe and rigorous learning environment. We acknowledge that our students are our equal partners and empower them to make choices that affect their path to college. Our second responsibility is to those who work with us and to their right to professional collaboration and leadership opportunities. Our staff will receive on-going support through a peer accountability system rooted in a reciprocal cycle of feedback. We acknowledge that our staff is invaluable to our success as an organization; we pledge to listen to their ideas and concerns. Our third and final responsibility is to the families of our students where we work and their right to partner with us to shape our policies. Our families will receive convenient and consistent communication about our plans and the opportunity to voice their thoughts. We acknowledge that our school model must align with the values and needs of the community's changing population.

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.	Baychester Middle School is a community of approximately 300 diverse learners primarily serving the Edenwald section of the Bronx. It was founded 12 years ago by a team of middle school educators. The mission of Baychester is provide an excellent education that prepares students for college and career. Twenty six percent of students at Baychester have an IEP and 14% are multi-language learners. Baychester boasts a robust advisory program that supports students with developing soft skills such as organization, collaboration, conflict mediation, and social and emotional learning. Students in Baychester engage in rich texts by diverse authors to construct their understanding of the world. Baychester has longstanding and successful theatre and basketball programs. All students take theatre as a core class.

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
Illustrative Math	6-8	Illustrative Math	
EL Education (ELA)	6-8	EL Education	
Teaching Matters/Elevating Voices (ELA)	6-8		

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

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

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

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase student proficiency in ELA as measured by NYS ELA Assessment	31% of students met State standards on the State ELA test in 2019	Utilize high quality curriculum (EL 2.0) with fidelity, utilize Tier ii and iii interventions for students, utilize culturally responsive and sustaining pedagogy
Support multi language learners to score proficiently on the NYS ELA Assessment	5% of multi language learners met State standards on the State ELA test in 2019	Utilize high quality curriculum (EL 2.0) with fidelity, utilize Tier ii and iii interventions for students, utilize culturally responsive and sustaining pedagogy
Support students with disabilities to score proficiently on the NYS ELA assessment	8% of SWD met State standards on the State ELA test in 2019	Utilize high quality curriculum (EL 2.0) with fidelity, utilize Tier ii and iii interventions for students, utilize culturally responsive and sustaining pedagogy

Elementary/Middle 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	30%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 30% to 35%, as measured by End of Unit Assessments.
English Language Learners	5	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 10%%, from 5 to 15%, as measured by End of Unit Assessments.
Students with Disabilities	8%	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 12%%, from 8% to 20%, as measured by End of Unit Assessments.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/21/22			
School Runner	35%	Unit 1 Results: 30% of students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 30% of students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 32% of students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 35% of students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.
Mastery Connect	25%	Unit 1 Results: 25% of ENL students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 15% of ENL students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 Results: 20% of ENL students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 Results: 25% of ENL students will get at least 70% of the questions correct on each of their end of unit assessments in ELA.
School Runner	25%	Unit 1 Results: 25% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 12% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 15% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in ELA.	Unit 1 & Unit 2 Results: 20% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in ELA.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/31/2023	Create calendar of units + instructional deliverables
08/01/2022	01/31/2023	Train leaders in Weekly Data Meeting Protocols by meeting to practice meetings, look at data, and observe one another leading these meetings once a month
08/01/2022	01/30/2023	Create common, aligned assessments in ELA using the EL curriculum for each unit of the year and ensure they align with the shift in standards priority due to the Covid-19 pandemic
08/01/2022	01/31/2023	Hold planning meetings prior to the launch of Units 1- 4 to determine the critical learning junctures in the unit, determine formative assessment check points, and reteaching opportunities from the prior unit
08/01/2022	01/31/2023	Hold summative data analysis meeting for Units 1-4 of study to determine trends in scholar achievement and plan for supporting students with gaps in the understanding by writing an action plan
08/01/2022	01/31/2023	Track school-wide achievement data using Mastery Connect after Units 1-4 and reflect with the DDI team on trends for all students as well as subgroups of multi-language learners and scholars with disabilities. Create an action plan based on school-wide data.

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	06/30/2023	Hold planning meetings prior to the launch of Units 5-7 and Unit 1 for 2021-2022 to determine the critical learning junctures in the unit, determine formative assessment check points, and reteaching opportunities from the prior unit
02/01/2023	06/30/2023	Hold summative data analysis meeting for Units 5-7 of study to determine trends in scholar achievement and plan for supporting students with gaps in the understanding by writing an action plan
02/01/2023	06/30/2023	Track school-wide achievement data using Mastery Connect after Units 5-7and reflect with the DDI team on trends for all students as well as subgroups of multi-language learners and scholars with disabilities. Create an action plan based on school-wide data.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/01/2022	06/30/2023	Advisory Intro Night, SLT meeting, PTA	n/a
08/01/2022	06/30/2023	Scholar Led Conferences	n/a
	06/30/2023	Scholar Led Conferences	n/a

Human Resources	Instructional Team Leaders
Instructional Resources	EL curriculum, texts for each student, Mastery Connect
Schedule Adjustments	Additional Instructional time for ELA
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase student performance on NYS Math Exam	14% of students met State standards on the State math test in 2018 - 2019	Use a high quality curriculum with fidelity across 3 grades, establish common assessments for data comparison, utilize tier ii and iii supports
Support Scholars with Disabilities to score proficient on NYS Math Exam	Only 5% of multi language learners met standards on the state math test in 2018-2019	Use a high quality curriculum with fidelity across 3 grades, establish common assessments for data comparison, utilize tier ii and iii supports, use culturally responsive and sustaining pedagogy to increase equity and access
Support ELL students to score proficient on NYS Math Exam	10% of multi-language learners met State standards on the State math test in 2018-2019	Use a high quality curriculum with fidelity across 3 grades, establish common assessments for data comparison, utilize tier ii and iii supports, use culturally responsive and sustaining pedagogy to increase equity and access, translate all math materials in student's native language

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	20%	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 20% to 25, as measured by End of Unit Assessments.
English Language Learners	10	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 5%, from 10 to 15, as measured by End of Unit Assessments.
Students with Disabilities	20%	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 5, from 20% to 25, as measured by End of Unit Assessments.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/21/21			
Mastery Connect	25%	Unit 1 Results: 25% of students will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 20% of students will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 22% of students will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 25% of students will get at least 70% of the questions correct on each of their end of unit assessments in Math
Mastery Connect	25%	Unit 1 Results: 25% of ENLs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 20% of ENLs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 22% of ENLs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 25% of ENLs will get at least 70% of the questions correct on each of their end of unit assessments in Math
Mastery Connect	25%	Unit 1 Results: 25% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 20% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 22% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in Math	Unit 1 & Unit 2 Results: 25% of SWDs will get at least 70% of the questions correct on each of their end of unit assessments in Math

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/01/2023	Create calendar of units + instructional deliverables
08/01/2022	01/01/2023	Train leaders in Weekly Data Meeting Protocols by meeting to practice meetings, look at data, and observe one another leading these meetings once a month
08/01/2022	01/01/2023	Create common, aligned assessments in Math using the Open Up Resources Math curriculum for each unit of the year and ensure they align with the shift in standards priority due to the learning loss related to Covid-19 pandemic
08/01/2022	01/01/2023	Work with Math Coach in partnership with Teaching Matters to support the Math team in employing 5 Mathematical Practices both remotely and in person
08/01/2022	01/24/2023	Hold planning meetings prior to the launch of Units 1- 4 to determine the critical learning junctures in the unit, determine formative assessment check points, and reteaching opportunities from the prior unit

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Hold planning meetings prior to the launch of Units 5-7 and Unit 1 to determine the critical learning junctures in the unit, determine formative assessment check points, and reteaching opportunities from the prior unit
02/01/2023	06/24/2023	Hold summative data analysis meeting for Units 5-7 of study to determine trends in scholar achievement and plan for supporting students with gaps in the understanding by writing an action plan
02/01/2023	06/24/2023	Track school-wide achievement data using Mastery Connect after Units 5-7 and reflect with the DDI team on trends for all students as well as subgroups of multi-language learners and scholars with disabilities. Create an action plan based on school-wide data.
06/01/2023	06/30/2023	Align end of unit common assessments based on shifts in curriculum and standards

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
	10/01/2022	-Family Intro night, SLT, Orientation	n/a
		Scholar Led Conferences	n/a
		Scholar Led Conferences	n/a

Human Resources	Teaching Matters Consultant, Deborah Woods, Math Department teacher leader(s)
Instructional Resources	Open Up Resources, Teaching Matters, Desmos, ixl
Schedule Adjustments	Additional learning time in Math
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)
Community Building	Q14 on SES: "In this class, my classmates have helped me when I needed help". May 2022 Results: 6th = 3.0, 7th = 3.3, 8th 3.3	Shift in practice and mindset from one of individualism vs. collectivism grounded in the work and research done by Zaretta Hammond

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	3.0	By July, 2023, practices related to Personal Attention & Support will improve 0.3, from 3.0 to 3.3, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

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 2022			
Highlander SES survey	3.0	3.0	3.0	3.1	5.0

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?)
	01/04/2023	Align professional development for teachers around and culturally responsive and sustaining pedagogy
	01/04/2003	Utilize advisory program to build community
	01/04/2003	Utilize formative survey data from SES survey to action plan

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/04/2022	06/30/2023	Align professional development for teachers around and culturally responsive and sustaining pedagogy
01/04/2022	06/24/2023	Utilize advisory program to build community
01/04/2022	06/24/2022	Utilize formative survey data from SES survey to action plan

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)
09/13/2021		Advisory Night	
09/13/2021		Survey and Focus Group for students and families around classroom community	

Human Resources	AP, Design Team, Pilot Team
Instructional Resources	Advisory Curriculum, Culturally Responsive and Sustaining Pedagogy Professional learning
Schedule Adjustments	Additional time for professional development
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)
Chronic Absenteeism	41% chronic absentee percentage in 2021 - 2022 as measured by New Visions Portal.	Highlander data suggests lower engagement and attendance is linked to lower mastery of standards over time

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	41%	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 41% to 36%, as measured by ATS Attendance Data.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/30/2022			
ATS Attendance Data	5% Decrease	Chronic Absenteeism for All Students will Decrease 5%, from 41% to 36%	40%	42%	36%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2021	09/19/2021	Establish manager of attendance committee
09/21/2021	09/30/2021	Determine attendance committee members + meetings date/times
10/01/2021	10/16/2021	Create data tracking system + incentive system for 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?)
02/01/2022	03/01/2022	Implement incentive system for targeted subgroup
02/01/2022	06/30/2022	Track attendance by subgroup weekly and provide celebrations and shout outs in staff weekly newsletter
02/01/2022	06/30/2022	Create intervention action plans at weekly meetings to support scholars who were absent 3 or more days in a week

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)
		Advisory Night, Orientation	n/a
		Scholar Led Conferences	n/a

Human Resources	attendance team, attendance teacher
Instructional Resources	n/a
Schedule Adjustments	n/a
Other Resources Needed	incentive monies

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)
Annual Goal Writing Quality, relevance and alignment	IEP Review Data #29 - Annual Goals	Lack of Professional Development pertaining to quality SMART Goals and monitoring Annual Goals
Effect of disability unclear/missing & Educational Benefit not outlined	IEP Review Data #24 - Effect of Disability provides rationale for IEP, #21 - Missing Skills, #23 - Specially designed instruction	Lack of Professional Development and clarity around creating a quality IEP to ensure educational benefit
Low Student Engagement in IEP	IEP Review Data #14 Student Voice, #50 - Vocational Assessment	Lack if teacher support and supervision; Issues with understanding the SPED Teacher role and scheduling

Quality Individualized Education Program 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 with Disabilities (SWD)	70	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment between the impact of disability, specially designed instruction, annual goals, programs and services by Increase 10%, from 70% to 80%, as measured by responses to IEP Review questions #22, 23, 31, 58, 59.

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)
		SIT Review Monthly, Baseline September 2021			
IEP Review	10%	70%	75%	75%	80%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2021	01/31/2022	Least Restrictive Environment	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment
09/01/2021	01/31/2022	Goals	Develop appropriately rigorous standards-aligned annual goals
09/01/2021	01/31/2022	Impact of disability	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum
09/01/2021	01/31/2022	Services	Ensure that programs and services mandated on each student's IEP are delivered
09/01/2021	01/31/2022	transition plan	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]
09/01/2021	01/31/2022	Conduct IEP meetings within specified compliance dates	Check results weekly and follow up with staff members as needed
09/01/2021	01/31/2022	Referrals	Monitor referrals to Special Education to ensure appropriate referrals only

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/06/2021	10/01/2021	Family Advisory Night, SPED rights and responsibilities	N/A
09/06/2021	06/24/2022	SIT Monthly Review	N/A

Human Resources	Students with Disabilities Coordinator, IEP Working Group
Instructional Resources	iReady
Schedule Adjustments	Additional time in Math and ELA
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	Performance on Mastery Connect Assessments	Tutoring	Tutoring	Saturdays December - April	no
Tier 2	Specific gap in learning from Mastery Connect	Small Group	Small Group	During school	Yes
Tier 3	Students in Temporary Housing	Tutoring	Tutoring	After School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students in Temporary Housing or chronic absenteeism	Team Building	Small Group with MMCC	After School	Yes
Tier 3	Chronic Absenteeism, Suspension	Counseling	One-to-One At Risk Counseling	During School	No
Tier 2	Chronic absenteeism, incentive	CHAMPS	Small Group	Before 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.	30
Describe the services you are planning to provide to the STH population.	CHAMPS Morning Program: Before school sports program aimed at team building, incentivizing getting to school on time, and making connections with peers and teachers. Students enroll in cycles of CHAMPS including basketball, baseball, tennis. They arrive 40 minutes before breakfast is served and play structured intramural sports. MMCC After School: Tutoring, sports, and clubs after school aimed at engaging students in the community and providing a safe place for them to explore their interests and get extra support with their academics. Saturday Academy: Tutoring in Math and ELA in a small group or one-on-one setting. At-Risk Counseling: Academic and social emotional counseling one-on-one as needed. Advisory Program: Students are in a small group for the beginning and end of each academic day. Advisory focuses on social and emotional skill building, organization, academic advising, and goal-setting with high support from teachers.

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

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

I. School Responsibilities: High Quality 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:	11
Borough:	X
School Number:	532

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	Shawn Mangar
Assistant Principal	Rebecca Arsham
Coach	
Coach	
English as a New Language (ENL)	Felicia Reynolds
School Counselor	Eliana Hernandez
Literacy Model Teacher/ELA	Michelle Wertman
SPED Teacher - Spanish Speaking	Iris Pagan
Parent	
Parent Coordinator	Maria Robles
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:	1
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]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	272
Total number of current ELLs at your school:	24
Total percentage (%) of current ELLs at your school:	8.82%
Total number of former ELLs at your school:	9
Total percentage (%) of former ELLs at your school:	3.77%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
DL	n/a	n/a	n/a	0													0
DL	n/a	n/a	n/a	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)	Students receive English language development instruction taught by a New York State certified ESOL teacher to acquire the English language needed for success in core content areas. Students are grouped in sections by grade into heterogeneous classes. Stand Alone instruction occurs as part of our advisory and intervention program and is aligned to the EL/Reading Reconsidered/ESL Library curriculum. Stand-alone ENL is implemented via pull-out. The required amount of stand-alone ENL instruction depends on the grade/English proficiency level of each student. The Stand-alone component is aligned to the grade-level content and standards. ESOL teachers as a result of their common meetings are selecting content based on the instruction that is taking place during content area instruction and selecting key texts with rich language and content that leverages the overarching instructional goals of a unit of study. Students might have a minimum mandated unit of study (180 minutes a week) of stand-alone ENL and/or minimum number of flexible ENL minutes that can be programmed as either additional stand-alone or integrated ENL. Entering: For Grades K-8, one full unit of standalone ENL (180 minutes). For grades 9-12, at least one full unit of stand-alone ENL, in addition to one flexible unit of study (180-360 minutes). Emerging: For Grades K-12, at least 0.5 units of stand-alone ENL with 0.5 flexible units of study (90-180 minutes). Transitioning: For Grades K-12, up to 0.5 units of stand-alone ENL for their flexible unit of study (0-90 minutes). Expanding and Commanding: MLLs/ELLs at the Expanding level or former MLLs/ELLs at the Commanding level, should not be programmed for stand-alone ENL (0 minutes).
Integrated English as New Language (ENL)	Students receive core content area and English language development instruction including home language supports and appropriate ML/ELL scaffolds. Content and language objectives are designed to make this explicit for MLs/ELLs. The language objective is carefully determined by examining the linguistic demands of the content (for example access text, express knowledge orally or in writing). Determining the objective(s) is when the expertise of both teachers is needed to capture what language students need to acquire grade-level content knowledge. The ENL teacher pushes into ELA and Humanities courses and offers interventions and supports in planning and execution of the EL/Reading Reconsidered/ESL Library curriculum for students. Scholars classified as ELLs are grouped in block, heterogeneous classes. The English Language Learners are placed into section 603 in 6th grade, 702 in 7th grade and 802 in 8th grade. If there is an English Language Learner with an IEP, they are placed into sections 601 or 604 in 6th grade, 701 or 704 in 7th grade and 804 in 8th grade. The levels of language proficiency in each section are homogenous because programming is dependent on the status of whether or not a student has an Individualized Education Plan (IEP). The ENL teacher schedules their time to push into literacy classes. Students who are at the Entering and Emerging level of proficiency will receive a mandatory 180 minutes of Integrated instruction. Students who are at the Transitioning and Expanding level of proficiency will receive a mandatory 90 minutes of Integrated instruction. Students who are at the Commanding level will also receive 90 minutes of Integrated instruction with the ENL teacher or a classroom teacher who will trained in ELL policies.
Bilingual Education (If applicable) ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.

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 leadership team and LAP team members start with the list of ENL scholars and the number of minutes required to meet their mandated number of instructional minutes. When creating student groups and teacher schedules, the number of mandated minutes is consulted to ensure that we are providing ENL students with support. We have a schedule that mostly focuses on ELA integration but we also have a daily stand alone instructional block. All students in stand-alone ENL are current MLs/ELLs. The number of minutes and type of minutes required differs by the proficiency level and grade of the student. Students might have a minimum mandated unit of study (180 minutes a week) of stand-alone ENL and/or minimum number of flexible ENL minutes that can be programmed as either additional stand-alone or integrated ENL. Entering: For Grades K-8, one full unit of standalone ENL (180 minutes). For grades 9-12, at least one full unit of stand-alone ENL, in addition to one flexible unit of study (180-360 minutes). Emerging: For Grades K-12, at least 0.5 units of stand-alone ENL with 0.5 flexible units of study (90-180 minutes). Transitioning: For Grades K-12, up to 0.5 units of stand-alone ENL for their flexible unit of study (0-90 minutes). Expanding and Commanding: MLs/ELLs at the Expanding level or former MLs/ELLs at the Commanding level, should not be programmed for stand-alone ENL (0 minutes). When the integrated ENL class is programmed, there is flexibility to include all proficiency levels and a combination of MLs/ELLs and former MLs/ELLs. The number of minutes and type of minutes required differs by the proficiency level and grade of the student. Students might have a minimum mandated unit of study (180 minutes a week) of integrated ENL and/or minimum number of flexible ENL minutes that can be programmed as either stand-alone or additional integrated ENL. Entering: For Grades K-8, one full unit of integrated ENL (180 minutes). For grades 9-12, at least one full unit of integrated ENL, in addition to one flexible unit of study (180-360). Emerging: For Grades K-12, at least one unit of integrated ENL with 0.5 flexible units of study (180-270 minutes). Transitioning: For Grades K-12, at least 0.5 units of integrated ENL, with 0.5 flexible units of study (90-180 minutes). Expanding: One unit of integrated ENL (180 minutes). Commanding: For the two school years after exiting, former MLs/ELLs should receive 0.5 units of integrated ENL or an equivalent, approved alternate pathway (90 minutes).

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	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.
In which language(s) is each core content area taught?	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.
How is instruction designed to include both languages?	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.

4. For schools with Transitional Bilingual Education programs:	
Which core content areas are taught bilingually?	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.
How is the students' home language integrated into instruction?	Not applicable to Baychester Middle School - there is currently no TBE or DL program available.

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?	There are 2 (6.6%) Newcomers and there are 0 that are identified as SIFE. Services for Newcomer ELLs are based on NYSITELL and NYSESLAT exam results and individual academic needs of the student. ELLs that are identified as "Developing" or "Long Term" have been in the system for longer periods of time compared to Newcomer ELLs. They will require additional and in some cases alternative services to support their language development.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	28.6% of our ELL students are identified as "Long-Term" ELLs. Instruction for long-term ELLs focuses heavily on reading and writing comprehension since the majority speak English fairly fluently. There is instead a strong emphasis on academic language and vocabulary.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	1.1% of our students are former ELLs. Former ELLs receive language instruction and strategies through their general education teacher who is provided resources by the ENL teacher.
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?	In grade 6- 1 student scored high in Reading, 3 scored high in Writing, 3 scored high in Listening and 7 scored high in Speaking In grade 7 - 1 student scored high in Reading, 1 scored high in Writing, 2 scored high inListening and 5 scored high in Speaking in grade 8 - 1 student scored high in Reading, 3 scored high in Writing, 1 scored high in Listening and 2 scored high in Speaking. In grade 6 - 1 student scored low in Reading, 4 scored low in Writing,1 scored low in Listening, and no low scores in Speaking. In grade 7- 1 student scored low in Reading, 5 scored low in Writing, 0 scored low in Listening, and 2 scored low in Speaking. In grade 8- 0 students scored low in Reading, 0 scored low in Writing, 0 scored low in Listening and 0 scored low in Speaking. Some noticeable trends are that students struggled the most with writing and were most successful on the speaking portion.
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?	In ELA 4 Emerging level, 5 transitional level, and 8 Expanding level ENL students scored Level 1. In Math 7 Emerging, 6 Transitional, 5 Expanding and 2 Commanding level ENL students scored Level 1. 1 Emerging, 2 Expanding level ENL students scored Level 2 1 Commanding level ENL student scored Level 4. Students with low language proficiency levels appear to score lower on state exams.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Chronic absenteeism Is at 24% for our ELLs.

5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	The Home Languages of ELLs with the largest representation is Spanish. The school's language team has members that speak fluent Spanish. Translation services provided by NYCDOE is also available as an extra support if needed. School information and communication documents can be made and sent in English or translated into the parent's language as indicated on student intake forms. The school communicates with family's in their preferred language, and or/call the families using appropriate interpretation services. All staff has access to interpretation resources - printed out from InfoHub. The school keeps records via School Runner of outreach conducted. The school has a clear plan to provide translation & interpretation for families. There is a digital list of pedagogues (available to all staff and kept in the main office) that speak languages other than English that can translate during the oral interview (as part of the HLIS). Only licensed and trained pedagogues may conduct the interview and determine the home language code of the student. When staff is not available to translate, over-the-phone translation is used. MLL Professional Development and Parent Out Professional Development is conducted bi-weekly with the bilingual guidance counselor and ENL Coordinator to help support teachers communicate with families that speak a language other than English.
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)?	Of the Hispanic ENL students at our school, 27.3% identify as American Indian or Alaskan Native, 18.2% identify as black, 4.5% identify asNative Hawaiian or other Pacific Islander and 50% identify as White. Of the non- Hispanic ENL student at our school 50% identify as black, 16.7% identify as Native Hawaiian, or other Pacific Islander and 33.3% identify as White. All educational programs used at our school are selected with regard to accessibility for ELLs at all levels and with equal cultural representation that reflects the ethnic and cultural diversity of our school. All materials are grade appropriate. ELLs are being included in planning and delivery of Culturally Responsive and Sustaining Education in various ways. One way is that students are provided anti-racist content in their advisory class that incorporates the immigrant experience and celebrates different cultures (Hispanic Heritage Month, Black History Month, Asian Pacific Islander Month, etc.). Students are also include in planning and delivery of culturally responsive and sustaining education by being provided access to digital platforms, technology, and language and content scaffolds in their native language.
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?	Of the IEP designated ELLs, 2 students scored Emerging, 2 students scored Transitioning, 2 students scored Expanding and 0 students scored Commanding. Of the SIFE designated ELLs 2 students scored Emerging, 0 students scored Transitioning, 0 students scored EX and 0 students scored Commanding. Score reports in the 4 modalities (speaking, reading, writing and listening) will be shared with content teachers to help shape and focus instruction to meet individual student needs.

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?	In each data meeting (after each unit), teachers and the instructional leadership team analyze assessment results and isolate multi-language learners as a subgroup. School goals are centered on multi language learners making progress at the same rate as non-MLL scholars. Action plans and intervention strategies are employed to address student needs that arise in the data and resources are allocated throughout the year to support teachers and MLL students.
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.	At Baychester, we utilize the EL/Reading Reconsidered curriculum that includes rich, high quality texts, language dives and the opportunity to play with words, extended writing tasks and supports. The curriculum is aligned to the Next Generation Learning Standards. Students have multiple opportunities each day to read, write about, and discuss engaging texts and topics. Teachers are also utilizing TC Curriculum to support reading/writing comprehension and language development.
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.	
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?	Teachers of ELLs with IEPs try to place students in the least restrictive environment possible. ELLs with IEPs in self contained, and who seem to do well are moved to co-taught classes if parents/teachers feel that it will be in the best interest of the student when all parties meet to discuss the IEP. Progress is continually measured throughout the year to make sure that the student is appropriately placed. The ENL teacher is provided the IEP in order to support and assist in the learning goals.

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?	Assessments on Mastery Connect iReady MAP Assessment (Reading/Math)
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.	Small group interventions, co-taught classes iReady After School tutoring Saturday Academy ixl and Khan Academy
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?	NYSITELL, NYSESLAT, F & P and teacher-created assessments.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Qualifying students take the Spanish LAB and programed for a Spanish class if need. Students are also provided bilingual books during independent reading. Students are required to complete reading logs to evaluate their understanding after they read the book in their native language.
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).	NYSESLAT exam is given every Spring to establish a language ability level of Entering, Emerging Transiting, Expanding and Commanding. This data is used in program placement. ELA, Math and Science MAP data are also used.
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 Speaking section of the NYSESLAT exam will be given first. It will be administered by the ENL Coordinator/Teacher, but scored by other trained and credentialed staff. The Listening/Reading/Writing sections will be given in 3 sessions, administered by the ENL Coordinator/ teacher, but scored by other trained and credentialed staff. During the testing period all non-testing ENL students will continue attending their scheduled classes and or completing assigned work asynchronously.

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	ELLs with IEPs receive services in an integrated content class and are given appropriate language support and any extra support listed in the student's IEP. ENL teacher will provide support through both push-in and pull-out services when necessary.
b. SIFE	Provide small group instruction and differentiated learning task so that the student may access the content at their level. Use technology (google classroom platform, mastery connect, etc) in order to help support student learning and assimilation, the use of reading intervention programs. ENL teacher will provide support through both push-in and pull-out services when necessary.
c. Newcomer	Newcomer students have received 0 -3 years service in a US school. They receive services in an integrated content class and/or stand alone ENL class. They are given appropriate language support based on NYSITELL and NYSESLAT data. ENL teacher will provide support through both push-in and pull-out services when necessary.
d. Developing	Developing ELL students have been receiving services for 4 to 6 years. They receive targeted ENL instruction based their NYSESLAT scores. ENL teacher will provide support through both push-in and pull-out services when necessary.
e. Long Term	Long Term ELLs have received services for 5 to 6 years. They require more support from alternative teaching programs and home language support. ENL teacher will provide support through both push-in and pull-out services when necessary.
f. Former ELLs up to two years after exiting ELL status	All former ELL students that have tested out of ENL services will continue to have any ENL accommodations for State testing for up to two years. ENL teacher will provide support through both push-in and/or provide general education teacher with proper strategies to support former ELLs.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Students have access to Google translation tools to assist with learning materials used in class. ENL teacher uses bilingual visual dictionaries, anchor chats, contrastive language supports, etc.
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?	n/a

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.	Monthly PD meetings administered by School Administration, Bi-weekly department meetings, Weekly VirtuELL meetings for ENL teachers/co-ordinators, weekly compliance meetings all information is turn-keyed and made for public use in school as needed.
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).	Professional Development events given by BBO to provide CTLE credits to participants. Seek out and attend any necessary language PDs that also offerCTLE.

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.	Our bilingual guidance counselor and parent coordinator provide outreach and academic advising for MLs/ELLs. Baychester hosts various student centered activities such as "Signing Day" and "Fall Bash." Due to COVID restrictions, the ENL Coordinator involves parents digitally by sending updates and pictures of the various student activities.
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.	In addition to the parent orientation meeting at the beginning of each year, there is a yearly 1 on 1 Parent conference for ELL students. These meetings discuss NYSESLAT information, mandated minutes of study for each student based on their language level, after school activities, school events and gives parents or guardians the opportunity to ask any questions of concern.

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).	Family Outreach and Support: Parent Coordinator Stand Alone & Push In Services/Tutoring: ENL teacher Academic Counseling & Transition Support: School Counselor After School Programming: MMCC
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.	Identification Team: Assistant Principal, ENL Teacher, SPED teacher, Guidance Counselor 1. Student registered with central offices and confirms registration with School Secretary 2. School Secretary forwards registration information to identification team 3. Identification team administers Home Language Survey and interviews parent and family. ENL teacher explains educational options for multi-language learners and rights of the guardian to choose. 4. Identification team supports family in choosing their educational option and administers NYSITELL/LAB-R 5. Identification recommends a class/schedule for the new student to follow to meet their mandated minutes. 6. Administration confirms class and identification team provides information to teachers

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
Felicia	Reynolds	ENL Teacher	2021	Yes	

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

First Name	Last Name	Title

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	2	.74	2	.74
French	1	.25	1	.25
English	321	81.48	320	81.23
Spanish	66	17.28	67	17.53
Soninke	1	.25	1	.25

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	There are 5 Staff members that can help with written translation.	There are 5 staff members that can help with oral translation.

| 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. | Students are identified as ELLs using the Home Language Identification Survey (HLIS) during intake. Translation and Interpretation needs are assessed through the Home Language Information Survey that parents complete when registering their child in school. If need be, a translator is available over the phone (OPI) using the NYC DOE vendor. Student NYSITELL and NYSESLAT data is also used for identification and placement into programs. ATS (RADL & RAPL) also guides us in determining home language needs. Important information is regularly translated into the dominant language in our school, which is Spanish. This specific information is documented and maintained in the Student Emergency Cards. Additionally, as the start of the school year we collect Student Emergency Cards (blue cards), which are provided to families in their translated versions. Staff often uses the Department of Education Translation and Interpretation Unit and the NYCDOE website as needed. Additionally, in cases when oral interpretation is needed, staff members can be called upon to provide interpretation in Spanish and Arabic. In all other cases, the Department of Education Translation and Interpretation Unit is contacted to provide oral interpretation. |

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Periodic Communication	Monthly	All other documents created in English to notify parents of upcoming events or used to disseminate important information are given to the school secretary or ENL Coordinator in advance of their distribution so that she may translate them into Spanish/Arabic and arrange for them to be translated into other languages by other staff or the Translation and Interpretation Unit. Translated copies are distributed at the same time as the English versions.
IEP/504 Plans	Upon Request	SPED education teachers and the ENL Coordinator have been using the Google Form "DOE & Charter & 4410 IEP Translation Request form" through the Department of Education's Translation & Interpretation Unit to assist bilingual parents in understanding their child's educational needs. Typically the translated copies take between 2-4 weeks.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Student Lead Conferences (Parent Teacher Conferences)	Two times per year	Parents are notified in advance that they may bring an English speaking family member or friend to interpret on their behalf. The family is informed that the person who is translating much be 18 or older. For all other cases, the Translation and Interpretation Unit is contacted to provide interpretation services. Since parent teacher conferences will be completed over Google Meets during the 2021-2022 school year, the ENL Coordinator will request a Spanish and Arabic speaking translator using the DOE Interpretation Request form (Geneva or Language Line).
IEP Meetings	Annually	The Spanish speaking teacher interprets annual IEP meetings for Spanish speaking parents. Those conducted by the School Psychologist are conducted in English and Spanish. Parents are notified in advance that they may bring an English speaking family member or friend to interpret on their behalf. The family is informed that the person who is translating much be 18 or older. For all other cases, the Translation and Interpretation Unit is contacted to provide interpretation services (OPI).
ENL Parent Meeting	Two times per year	Spanish speaking staff members interpret when able to do so. Parents are advised that they may bring an English speaking family member or friend to interpret. The family is informed that the person who is translating much be 18 or older. Translation and Interpretation Unit is contacted to provide interpretation services, as well (OPI).

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..)	The School Secretary contacts Spanish speaking families in the event of school wide emergencies and student specific events. Additionally, contact information of family members and friends who speak English are requested from limited English proficient parents/guardians to use to communicate vital information if they so choose. The Translation and Interpretation Unit of the Department of Education is used in all other cases.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	The School Secretary contacts Spanish speaking families in the event of school wide emergencies and student specific events. Additionally, contact information of family members and friends who speak English are requested from limited English proficient parents/guardians to use to communicate vital information if they so choose. The Translation and Interpretation Unit of the Department of Education is used in all other cases (OPI). Parents also have access to phone messaging apps that translate
(C) If a parent has an emergency and needs to contact the school.	If a parent has an emergency and needs to contact the school, there are staff members in the main office that can provide translations. The Translation and Interpretation Unit of the Department of Education is used in all other cases (OPI).

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, staff email, staff padlet
Over-the-Phone Interpretation Desk Aid	turkey training, staff email, staff padlet
Language Access Handbook	turnkey training, staff email, staff padlet
T&I Unit InfoHub Link	staff email, posted in main office, staff padlet

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The school will ensure all staff members are aware of all Chancellor's Regulations A-663 and what resources are available to meet compliance at an All staff Meeting at the beginning of the school year and monthly school staff meetings. ENL Coordinator will create a resource page (staff padlet) for all staff that shares the goals of Chancellor's Regulations A-663 and the various resources that are available (link for IEP translation, OPI number and all translated documents on the info hub).

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	Chancellor's Regulation A-663, Important Notices To Parents Regarding Language Assistance Services are posted in the school's main office in all key languages. This informs parents that the school will assist them with translation services that can be provided by staff members, and that we will aid them in securing services provided by the Department of Education Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language in accordance with the Chancellor's Regulation A-663. ENL Coordinator will serve as point of contact and inform parents of their rights and share all necessary resources and materials.

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.	Our school gathers feedback orally from limited -English Proficient parents about the language service received following the provided service. We also gather feedback from parents through the Parent Survey and 1 on 1 ENL Parent meetings during the school year. Parents are also encouraged to phone or come in and speak with the Parent Coordinator at any time to address any concerns or to make suggestions regarding services. The ENL Coordinator serves as a point of contact to ELL parent's and periodically assess for feedback.
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.	Parents are given opportunities to share feedback during 1 on1 ENL Parent Meetings. Feedback that is received will be reviewed and implemented as appropriate. Based on 2020-2021 feedback, the ENL Coordinator will create and maintain a digital parent information page that provides resources and announcements in the necessary languages. This digital space will also serve as an opportunity to collect more feedback and communicate parent and family needs.

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.	Data Driven Instruction: Professional learning that supports teachers and staff to respond to the needs of students by analyzing student work and creating action plans to support students with interventions and enrichment on an ongoing basis Curriculum: Professional learning that supports teachers and staff to unpack the demands of high quality curricula and plan rigorous, engaging instruction daily National Principals Academy Fellowship: Professional learning for assistant principal on coaching, observation and feedback, curriculum planning, and building a joyful school culture Culturally Responsive and Sustaining Pedagogy: Professional learning through Highlander Institute to support teachers, leaders, and paraprofessionals to understand the dynamics of power and privilege in the classroom and execute strategies for culturally responsive pedagogy in the classroom Design Team/Pilot Teacher Program: Collaborative professional learning for teachers, staff, leaders, paras, students, and families to adapt and evaluate strategies for school improvement

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	N/A	N/A	N/A
Title I, School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Title IV, Part A	Federal	N/A	N/A	N/A
Tax Levy (Fair Student Funding)	Local	N/A	N/A	N/A

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

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.