

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	75X176
School Name	P.S. X176
Principal	Alexandra Guerriero

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

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

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

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

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

areas may need to be strengthened?

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

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	P176X
District Borough Number (DBN):	75X176
Grades Served:	Age 11-21 years old
School Address:	750 Baychester Ave. Bronx, NY 10475
Phone Number:	718-904-5700
Fax:	718-904-5689
School Contact Person:	Alexandra Guerriero
School Contact Person Email Address:	aguerriero2@schools.nyc.gov
Principal:	Alexandra Guerriero

United Federation of Teachers (UFT) Chapter Leader:	Melissa Woertendyke
Parents' Association President:	Una Spivey and Rima Izquierdo
SLT Chairperson:	Jennifer Olan and Rima Izquierdo
Title I Parent Advisory Council Chairperson (PAC):	NA
Student Representative(s) Middle /High School:	Alexander Velasquez
Student Representative(s) Middle /High School:	Michael Matthews
Community Based Organization (CBO) Representative:	NA
School-Based Students in Temporary Housing (STH) Liaison:	Yvette Gipson

## **District Information**

Geographic District:	11
Superintendent:	Mr. Ketler Louissaint
Superintendent's Office Address:	400 First Ave, New York, NY
Superintendent's Email Address:	klouiss@schools.nyc.gov
Phone Number:	718-904-5700
Fax:	NA

## **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	
Alexandra Guerriero	Principal or Designee*		
Melissa Woertendyke	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Rima Izquierdo	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Elena Medina	District Council 37 (DC 37) Representative (staff), if applicable		
NA	Title I Parent Advisory Council Chairperson (or alternate)		
Alexander Velasquez	Student Representative (Required for middle and high schools)		
Michael Matthews	Student Representative (Required for middle and high schools)		
NA	CBO Representative, if applicable		
Jonathan Skalski	Member/staff		
Devaron King	Member/parent		
Grace Francis	Member/parent		
Anibal Torres	Member/Parent		
Isabel Arias	Member/parent		
Grace Santiago	Member/parent		
Tarnetta Dansby	Member/staff		
Frank Tinelli	Member/staff		
Safiya Bynes	Member/staff		
Una Spivey	Member/Co-president of PA		

## **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
Erica Faccilonga	Assistant Principal	
Yvette Gipson	Assistant Principal	
Alise Olivo	Assistant Principal	
Anthony Sabatello	Assistant Principal	
Denise Wills	Assistant Principal	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	In good standing
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Provide your school's mission statement:	Our mission is to provide educational experiences to our middle and high school students that are engaging, connected to rigorous standards, and meaningful adult-living outcomes. We are building independent learners who can advocate for themselves and navigate their environments safely and independently.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P176X is a New York City Public School in the Bronx, NY, that provides special education programs and services to students with disabilities including Autism and other Developmental Disabilities. The students range in age from 11 to 21. P176X is housed in five sites. The main site is located at 750 Baychester Avenue in the Bronx co-located in the Truman HS Campus. The main site hosts classes for students participating in New York State Alternate and Standardized Assessment programs 9th -12th grade. The site co-located at the Evander Campus located at 800 Gun Hill Road in the Bronx hosts two HS inclusion programs for students participating in New York State Standardized Assessment and New York State Alternate Assessment. Students at this site participate in general education classes full-time. The site located at 1732 Davidson Avenue in the Bronx hosts a HS inclusion program for students working towards the TASC (Test Assessing Secondary Completion). This site is co-located with District 79 Pathways to Graduation. Students participate in general education TASC preparation courses full-time. P176X middle school grades (6-8) are co-located with Pablo Casals Middle School 11X181 at 800 Baychester Avenue in the Bronx. The middle school provides special education programs and services for students participating in New York State Standardized Assessment and New York State Alternate Assessment. The middle school inclusion program is co-located at 11X181, also. Students in this program participate in general education classes full-time. P176X partners with multiple businesses and organizations in the Bronx community to provide work-based learning opportunities for students ages 16-21. Our partnerships include local restaurants, churches, nursing homes, hospitals, retail establishments, bus garages, and recycling facilities. Students are matched to a worksite based on vocational assessment data. In-house worksites: We use a variety of curricula to support our students' unique needs, including New Visions, Attainment, Essentials for Living, Healthy Relationships, Money Math, Unique. Each IEP is developed to include specially designed instruction to accommodate, modify, and adapt New York State middle and high school curricula to provide access to rigor and grade-level instruction.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8 Standardized		
ELA	6-8 NYSAA		
ELA	9-12 NYSAA		
ELA	9-12 Standardized		
Math	6-8 Standardized		
Math	6-8 NYSAA		
Math	9-12 Standardized	NYS Regents; TASC	
Math	9-12 NYSAA	NYS Regents; TASC	

## 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)
Students need to read closely to determine what text says explicitly and implicitly to make logical inferences.	2021-22 Formal and informal assessments show students are struggling to make implicit inferences using textual evidence.	Expectations often limited to explicit details.
Students need to use context clues to determine meaning of words, author tone and mood.	2021-22 IEP progress monitoring data, formal and informal assessments show students are making limited progress in acquiring new vocabulary and determining tone and mood.	Not enough exposure to grade level texts and vocabulary
Students need to write complete thoughts/sentences that convey self-advocacy.	2021-22 IEP progress monitoring and writing assessment data shows students struggle in written expression.	Students not writing enough and/or need more scaffolding for writing.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	25	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 25 to 35%, as measured by IXL .
All Students	30	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 30 to 40%, as measured by NYS 6-8 ELA Assessment.

#### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 30, 2022			
IXL	IXL Assessment Data	25%	3% increase in SANDI levels	-	-
NYS 6-8 ELA assessment	Percentage of students scoring Level 2 or higher	30%	30%	-	-

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

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	10/28/2022	Teachers administer SANDI assessment and determine new current functional levels
09/01/2022	12/22/2022	Instructional coaches review data with teachers and deliver professional development based on needs of students, as identified by SANDI
01/03/2023	01/31/2023	Teachers implement strategies developed based on data review.

#### **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	02/28/2022	Teachers administer baseline assessment to determine current functional levels.
03/01/2022	04/29/2022	Instructional coaches review data with teachers and deliver professional development based on needs of students, as identified by baseline assessments.
05/02/2022	06/24/2022	Teachers implement strategies developed based on data review.

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	parent conferences	na
02/01/2023	06/23/2023	parent conferences	na

Human Resources	ELA/classroom teachers; SLTs
Instructional Resources	ELA curricula; community trips:MSQI (middle school)
Schedule Adjustments	no adjustments needed
Other Resources Needed	NA

## 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)
Students need a strong foundation in practical math.	2021-22 IEP goal tracker data shows students made some gains.	Curriculum is repetitive and needs to be supplemented with pre-vocational/every day math skills
Students need to apply math skills to real-life situations	2021-22 IEP goal tracker data shows gains in unit and curriculum assessment, however data shows students struggle with generalization of skills.	No access to community application this school year.
Students need to be able to identify an operation to solve a problem/practical application	2021-22 IEP goal tracker data shows lag in problem solving/generalizing skills to apply to real situations.	Instruction focused on repetitive concepts and skills/lack of specially designed instruction to move beyond rote skills.

**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	30	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 30 to 40, as measured by IXL .
All Students	35	By June, 2023, Elementary/Middle School Math for All Students will Increase 15%, from 35 to 50%, as measured by NYS 6-8 Math Assessment .

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 22, 2021			
IXL or SANDI	Increase/Decrease from baseline	30% at Level 2 or higher	30-35% at Level 2 or higher	-	-
NYS 6-8 Math Assessment	increase/decrease from baseline	35% at Level 2 or higher	35-37% at Level 2 or higher	-	-

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/04/2022	Determine current baselines.
11/07/2022	12/02/2022	Professional Learning Communities review data to determine and implement individual strategies for students.
12/05/2022	01/31/2023	Ongoing review of instructional practices both remote and in-person to determine effectiveness of strategies, and recommend additional classroom strategies to increase skill levels.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	Assess to determine current functional levels.
03/16/2023	05/05/2023	Professional Learning for teachers to collectively review data and plan next steps for instructional practices remotely and in person.
05/08/2023	06/23/2023	Assess to determine increases and/or regression.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	parent conferences	NA
02/01/2023	06/23/2023	parent conferences	NA

Human Resources	Extended cabinet members; parent coordinator; family worker; classroom/math teachers
Instructional Resources	All math curricula-paper and virtual
Schedule Adjustments	No schedule adjustments are needed
Other Resources Needed	NA

## 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)
P176 needs to support students' social-emotional health during and after the covid pandemic.	2022 Oors reports show increases in bullying allegations and potentially dangerous behaviors.	COVID19 pandemic forced students into at-home learning. Remote learning schedules are different than in-school schedules. The continuation of the COVID pandemic creates high rates of staff absences and vacancies leading to schedule disruptions and changes.
Students and staff need to feel safe and at ease in the school buildings.	2022 NYC crime rates are rising. There have been incidents in and around public schools, raising anxiety levels for students, staff, and families.	Lack of available mental health services.
Students need mindfulness practices embedded into the school day for mental health and wellness.	Get Ready To Learn has been successful for in-person and remote students in promoting calm environments.	GRTL and other mindfulness practices help students self-regulate emotions.
Students need support with independent travel	Less than 15% travel independently	Parent fear; limited access to travel training

**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
Physical & Mental Wellness	74	By June, 2023, practices related to Social-Emotional Support will improve 20%, from 74 to 94, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.
Collaborative & Trusting Relationships	84%	By June, 2023, practices related to Safety will improve 15%, from 84% to 99%, 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)
		June 21, 2022			
School Survey	20% increase to 94%	74% favorable	Maintain 74%	-	84%
-	-	-	84%	92%	99%

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/04/2022	Social media 176x health campaign for healthier eating, exercise and safety. Weekly challenges posted in classrooms and throughout school.
11/07/2022	12/02/2022	Teacher launch research and presentation projects for students connecting health and wellness to civil rights/BLM/advocacy. Parent workshops for healthy eating and movement in small living spaces.
12/05/2022	01/31/2023	Winter health and wellness exposition to display projects.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	Guest speakers invited to students and staff to discuss relevant safety measures, preventative care (health and wellness): health care professionals, public health educators.
03/16/2023	05/05/2023	Weekly movement challenges for staff and students. Student-lead GRTL zoom meetings for school community.
05/08/2023	06/23/2023	End of year health and wellness exposition for students to share best practices (planning/prep/execution)

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	parent workshops for health and wellness; monthly town hall meetings with principal for parents to express concerns. Parent participation in Winter health and wellness exposition.	NA
02/01/2023	06/23/2023	monthly town hall meetings with principal for parents to express concerns. Parent participation in Spring health and wellness exposition.	

Human Resources	Teachers, Related Service Providers, Paraprofessionals, Administration, Parent Coordinator, Family Worker
Instructional Resources	NYSED health curriculum standards; current CDC guidance for COVID19 safety; Presentation display supplies; laptops/ipads with connectivity
Schedule Adjustments	Teacher embed health, safety and wellness into instruction; adjustments made for Winter and Spring Expositions
Other Resources Needed	NA

## **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)
Present Level of Performance inclusive of current functional data and SDI	IEPs reviewed by principal in 2022-22 SY included some current data, however also included old data. Specially Designed Instruction was minimal.	Relevant data is not being taken. Progress is not accurately monitored. Lack of understanding of how SDI is to be reflected in an IEP
Annual goals need to be written in a way that can be measured and to address skill deficit areas impacting all subjects.	IEPs reviewed by extended cabinet and principal in 2021-2022SY include goals that have unmeasurable criteria, and are not aligned to big skill deficits.	Teachers use a bank of outdated criteria to fill in the section. Overreliance on SANDI for IEP goals. Outdated ideas about subject-based goals. Teacher and RSPs not collaborating on goal development
Programs and services need to be aligned to the PRESENT levels of performance.	2021-22 Program and services recommendations are carried over year after year-unchanging in frequency or intensity.	Fear. Strong staff: parents want to keep same staff. Conversations are not ongoing. They are happening only at IEP meeting. Data not provided to parents year-round, supporting.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	10	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Student participation in IEP process and meeting by Increase 50%, from 10% to 60%, as measured by IEP review.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 22, 2021			
IEP Review Checklist	Alignment between PLOP, goals and program and services recommendations	50% of IEPs in alignment	60% of IEPs in alignment	-	-

**Action Planning**

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/13/2022	11/04/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	LRE team will frequently review student functional data.
11/07/2022	12/02/2022	Develop appropriately rigorous standards-aligned annual goals	Professional development provided to teachers for goal development
12/05/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Frequent review of impact statements with next steps provided to teachers.
09/13/2022	11/04/2022	Ensure that programs and services mandated on each student's IEP are delivered	Weekly review of programs and services and mandated services reports.
11/07/2022	01/31/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Ongoing review of IEPs using the NYSED indicator 13 checklist.
09/13/2022	01/31/2023	Conduct IEP meetings within specified compliance dates	IEP teacher shares IEP compliance calendar with teachers, supports in scheduling meetings.
07/30/2022		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)
09/13/2022	01/31/2023	Parent workshops on participating in IEPs and what information is needed/assessed at home that should be included; what questions to ask during a meeting	NA
02/01/2023	06/23/2023	Parent workshops for role of 1:1 paraprofessionals and fading supports	OPWDD

Human Resources	Transition Coordinator; Parent Coordinator; Family Worker; IEP Teacher; Principal
Instructional Resources	SE Safeguards; NYSED paraprofessional recommendations guidance document;
Schedule Adjustments	None needed
Other Resources Needed	NA

## AREA OF CONCENTRATION HIGH SCHOOL GRADUATION/POST-SECONDARY PLANNING

### 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)
Students need an age/level appropriate vocational assessment.	2021-22 IEP reviews reveal basic information on strengths/prefs/interests.	Use of the same vocational assessments for all students, every year.
Students need to be connected to work-based learning aligned to strengths, preferences, and interests identified in the vocational assessment.	In 2021-22, scheduling from the past school year shows students moving with their class to a pre-determined worksite, not per individual strengths, preferences, and interests.	Lack of planning and scheduling to make meaningful programming/experiences
Parents and Students need to be connected to appropriate post-secondary options for adult placement and/or post-secondary education prior to exit from the program.	2021-22 graduates, including students on extension were all exited and connected to post-secondary agencies except 3 students.	Parent did not follow through on outside assessments and/or care manager.

**High School Graduation/Post-Secondary Planning 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	75%	By June, 2023, High School Graduation/Post-Secondary Planning for All Students will Increase 20%, from 75% to 95%, as measured by Vocational Assessment Data and connection to MPSG..
All Students	86	By June, 2023, student attendance will increase from an average of 86% to an average of 96%, as measured by Attendance Rate.

### Progress Measures and Targets



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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 22, 2021			
IEP Compliance Report (NYSED Indicator 13): Link between student strengths, preferences, and interests, and the Coordinated Set of Transition Activities and Measurable Post-Secondary Goals.	Compliance in the citations for State Performance Plan Indicator 13.	75%	80%	90%	95%
-attendan	-	25%	-	-	-

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/04/2022	Ongoing review of IEPs to ensure alignment. Professional learning for teachers to strengthen IEP development.
11/07/2022	12/02/2022	Review of Vocational Assessment data to development on-site work based learning opportunities aligned to student strengths, preferences, and interests.
12/05/2022	01/31/2023	Establishment of on-site work based learning opportunities and assignment of students based in strengths, preferences, and interests.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	Collegial review of IEPs for alignment.
03/16/2023	05/05/2023	Ongoing case review of all 21 year olds to ensure smooth transition/exit.
05/08/2023	06/23/2023	Review of on-site work based learning to determine effectiveness, rigor and continuation for summer and/next school year.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	reestablish partnerships with community based organizations for work sites	worksite managers
02/01/2023	06/30/2023	Frequent review/check ins with CBOs for troubleshooting/adjustments	worksite managers

Human Resources	Transition Coordinator, Family Worker, Parent Coordinator, Administration; IEP Teacher
Instructional Resources	Guidance document for quality IEPs.
Schedule Adjustments	Time for staff PD
Other Resources Needed	Per session funds for professional development

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

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students need to re-enter work-based learning in the community.	2021-22 Data shows a marked decrease to 10% of students participating in work-based learning.	The COVID19 pandemic closed community-based work-sites, grounding students to the school buildings. Many work-based partners have not lifted covid restrictions.
In the event community-based worksites continue to be inaccessible, classroom learning experiences need to replicate community learning.	2021-22 data shows some work-based learning is established in a few classrooms creating experiences that mimic community-based learning. Per teacher performance observations, classrooms that include work-based experiences are highly rigorous.	The experiences are practical and create a work-study environment for young adult learners.
Students taking standardized Regents and other assessments need to reacclimate to rigorous assessments.	2021-22 data shows some increases and some decreases in assessment data and IEP goal data.	Most students waived assessments in previous year. Some students were eligible for NYS Regents waivers. Teachers did not complete IEP goal data progress monitoring accurately.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	20%	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will increase 55%, from 20% to 75%, as measured by All 17-21 yr. Students Participating in NYSAA-Number of students participating in Work-Based Learning.
All Students	60%	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will increase 15%, from 60% to 75%, as measured by All HS and 8th Grade Students Participating in NYS Regents and TASC: NYS Regents and TASC subtests.

### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 22, 2021			
Count of number of students participating in work-based learning	number of students participating in work-based learning	60%	60%	80%	95%
NYS Regents exams	Regents practice exam scores	50%	55%	65%	75%

#### Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/04/2022	Review of available opportunities for on-site work based learning.
11/07/2022	12/02/2022	Development of additional on-site work based learning opportunities in the event we are unable to resume off-site work based learning.
12/05/2022	01/31/2023	Develop an action plan to ensure safety and CDC guidelines/logistics for work-based learning on school premises.
09/13/2022	11/04/2022	Establish a baseline of student performance on skills essential for NYS Regents exams.
11/07/2022	12/02/2022	Development of instructional strategies to support growth in skill deficit areas. Implement strategies.

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	Actively monitor on-site work based learning.
03/16/2023	05/05/2023	Engage in practice Regents exams.
05/08/2023	06/23/2023	Professional Learning on test-taking strategies and teaching strategies to students.

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Develop additional work-based learning opportunities in-house	na
02/01/2023	06/23/2023	Collaborate with 181 and Truman to expand work-based learning into those organizations	Principals of 11X181 and 11X455 (Truman HS)

Human Resources	Transition Coordinator; Assistant Principals; Principal; Content Area Teachers (Regents)
Instructional Resources	All standardized curricula; CDOS
Schedule Adjustments	none needed
Other Resources Needed	Any additional supplies needed for new worksites

# AREA OF CONCENTRATION ENGLISH LANGUAGE LEARNER (ELL) PROGRESS

## 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)
More focus on ELL supports in the classrooms	in 2021-22 school year, 44 of the 75 ELLs scored in the "entering" range on the NYSESLAT.	Lack of training for staff; language deficits

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
English Language Learners (ELL)	22%	By June, 2023, English Language Learner (ELL) Progress for English Language Learners (ELL) will Increase 10%, from 22% to 32%, as measured by NYSESLAT 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)
-	-	-	-	-	-

## Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/04/2022	Professional development for all teachers for ELL strategies in the classrooms
11/07/2022	12/02/2022	Parent Engagement for ELL parents for at-home strategies
12/05/2022	01/31/2023	Data review for preliminary NYSESLAT skills/assessment followed by action steps for instructional supports.

## Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	professional development for teachers with ELL students in preparation for NYSESLAT (targeted based on preliminary assessment)
03/16/2023	05/05/2023	Prep sessions for NYSESLAT for students
05/08/2023	06/23/2023	PD for teachers to support students at

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	SLT sponsored parent event for ELL strategies	School Leadership Team
02/01/2023	06/23/2023	2 ELL events celebrating cultures and languages	School staff and parents

Human Resources	ELL teachers; classroom teachers; alternate language paraprofessionals; classroom paraprofessionals
Instructional Resources	Culturally responsive texts (fiction/non-fiction); instructional materials recommended by ELL teachers and D75 ELL dept.
Schedule Adjustments	TBD
Other Resources Needed	TBD

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

### Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Student not making progress towards short term objective and/or goal	PPT review of data to determine next steps/additional strategies for teacher	small group (skill-based need); adjustment in specially designed instruction	During school	Yes
Tier 3	Student makes no progress towards identified objective/goal after tier 2 intervention	PPT reviews data to determine next steps and additional strategies for teacher and RSP	one-to-one skill instruction	During school	No
Tier 3	Data shows little to no progress after other tier 2 and 3 interventions over time.	PPT and CSE with parent recommends re-evaluation to consider the addition of more mandated services	one-to one evaluation	During 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	Student not making progress towards social emotional goals	PPT reviews behavioral data to determine additional supports for teacher and para	small group and/or at-risk counseling	During school	No
Tier 2	Student in crisis	Counseling staff meet with student to determine next steps. Parent consulted for next steps	Individual; at-risk or mandated counseling sessions	When needed	No
Tier 3	Student behaviors increase in frequency, duration, or intensity following tier 2 interventions	CSE including counselor and parent meet to determine the need for re-evaluation to consider additional services and/or a formal behavior intervention plan	individual; at-risk or mandated counseling sessions	during school	No

## Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	13
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>The school provides all school supplies, clothing, and hygiene products to STH. We work closely with assigned care managers to ensure STH are receiving supports from the community-including primary health care and mental health and wellness supports. We have a team who tracks all students in temporary housing and ensures the school is provided with current contact information. Counseling services-mandated through IEPs and at-risk are provided to STH as needed. STH are provided with laundry bags and have access to a washer and dryer at the school. If families are in crisis, our STH team enlists the support of the Parent Association, Parent Coordinator, and Family Worker to ensure goods and services are immediately delivered to the family, and connections are made to outside agencies for additional supports. The school works closely with OPT to ensure students are immediately rerouted in the event of an address change. Work packets and virtual instruction are provided to the student until bus services are restored to the new address.</p>
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# SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

## Parent and Family Engagement Policy

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

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

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

<p align="center"><b>Parent and Family Engagement Policy</b></p>
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. P176X, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

<p align="center"><b>Support for Parents and Family Members of Title I Students</b></p>
<p>P176X will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

### Parental Involvement and School Quality

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

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

### Encouraging School-Level Parental Involvement

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

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

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

P176X, 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:	75
Borough:	Bronx
School Number:	176

### 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	Alexandra Guerriero
Assistant Principal	Anthony Sabatello
Coach	Allison Giorgio
Coach	Gabriella Lombardo
English as a New Language (ENL)/Bilingual Teacher	Darcy Baez
School Counselor	Rose Oliver
Teacher/Subject Area	Rossi Saldana/SE middle
Teacher/Subject Area	Felix Gonzalez/SE hs
Parent	Rima Izquierdo
Parent Coordinator	Felicia Elliot-Bryant
Related-Service Provider	Grisell Filpo

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## C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	na
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 <u>not</u> currently teaching in a bilingual program:	na
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	3

### 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]:	na
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## D. Student Demographics

Total number of students at your school (excluding pre-K):	624
Total number of current ELLs at your school:	77
Total percentage (%) of current ELLs at your school:	12.34
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0

## 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	na	na	na							0	0	0	0	0	0	0	0
TBE																	0
TBE																	0
DL	na	na	na														0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	
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### PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>176X is primarily made up of students with autism participating in an ungraded, New York State Alternate Assessment program. Students are provided stand-alone ENL in small homogenous groups with similar age and same proficiency level to promote language development and communication in English. Students originate in different classes and travel to a small group of similarly leveled peers for stand alone ENL services.</p>
<p>Integrated English as New Language (ENL)</p>	<p>176X is primarily made up of students with autism participating in an ungraded, New York State Alternate Assessment program. Classroom make up is within the NYSED guidelines for students with disabilities in self-contained settings -within 36 months in age and functional levels. Integrated ENL services are provided to students with ENL mandates in the same class. The ENL teacher pushes in to provide the service during classroom instruction.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>NA</p>

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	NA
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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	NA
In which language(s) is each core content area taught?	na
How is instruction designed to include both languages?	Na
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	NA

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

## PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school?  What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Newcomers account for 4% of our ELL population at p176x. We currently do not have any SIFE students at p176X. Developing ELL students account for 18% of our ELL population at p176x. One hundred percent of ELLs at p176x have IEPs. Services provided for newcomers differ from developing ELLs by focusing on vocabulary acquisition. Services for developing ELLs builds on this by focusing on written communication with sentence starters and word banks.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Long term ELL students account for 78% of our ELL population at p176x. They are given regular opportunities to develop and hone their written language skills. For example, students develop their written language by paragraph writing and creating opinion pieces. Developing ELL instruction focuses on developing communication skills. For example, these students can participate in role play activities and retelling of short stories. Both groups are given learning opportunities to continue to gain English language vocabulary both content specific and basic communication skills. Cultural and linguistic experiences are incorporated into instruction to allow students to further develop language skills while celebrating their heritage. Due to the disabilities for some students, long term ELLs' progression is slow.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	We currently do not have any students who are former ELLs.

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The 2021 NYSESLAT results reflect that the majority of our students are at the Entering or emerging proficiency level. What do students do best (speaking) and what is worst (writing)?</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>At this time there is no relationship between student performance on NYSESLAT and on other state exams. Our students are Alternate Assessment and do not take the other NYS standardized assessments.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The majority of our ELL students at p176x have consistent attendance. Student's who regularly attend school achieve at higher levels. By attending school regularly students attend to their classwork and routines. Our student population at p176x is comprised of students with IEPs. These students benefit greatly from continuity in their routines. Regular attendance increases performance and behavior. This in turn raises student confidence in themselves and their language ability.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The largest language represented at p176x is Spanish. We have many staff members who are bilingual (English/Spanish) and can assist in interpretation for our students and their families who need support with their communication. Our school utilizes the interpretation and translation services for home languages other than Spanish. We frequently use the interpretation line for IEP meetings. Instruction includes cultural elements to help them advance academically by seeing their own experiences reflected in their school work.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>Our ELLs are at the center of planning for Culturally Responsive and Sustaining Education. We use racial and ethnic background to assist in planning and delivering lessons that resonate with our population. We have access to multicultural libraries, stories that feature different ethnic backgrounds</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>All ELL at p176x students have iep. Their NYSESLAT results are consistently low because student's academic levels are generally not on their age based grade level. Newcomers, developing, longterm</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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

<p>1. How does the school’s leadership team consider MLs/ELLs in the school’s instructional design?</p>	<p>The 176X Instructional Leadership Team utilizes the principles of Universal Design. Our students receive mandated instructional hours based on assessment level. The ENL/ESL teachers on our staff support classroom teachers, paraprofessionals, and related services providers with age and level-appropriate materials to support language growth in both English and the home language.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Currently, P176x only has the ENL program model. Core content is delivered in English. ENL teachers collaborate with classroom teachers to ensure that instruction is aligned to class curriculum and to IEP goals. Language development is fostered through scaffolded instruction and using multi-sensory approaches.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our ENL teachers assist in helping students with IEPs achieve their language based IEP goals. Students are always taught in small stand alone groups or collaboratively in their classrooms according to their IEP mandated ratio.</p>

**Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use NYSESLAT and IEP Goals to assess and guide instructional planning for each of our ELL students. IEP goal data is collected daily and analyzed for instructional shifts weekly.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>As we are a specialized school for students with disabilities, each student has an individualized education program that is specially designed to support all the learning needs for each individual child. In addition to small group program recommendations: 6:1:1, 8:1:1, and 12:1:1, we provide small group and individual instruction for ELL students in all subjects. Every lesson and activity is designed for individualized interventions.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>NA</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Our teachers use their own assessments in addition to IXL, SANDI, and curricular-based assessments to inform and drive instruction. Teacher-made assessments are aligned to individual IEP goal attainment.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>NA</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Our students summative progress is primarily reviewed through IEP goal progress data. Because ELL instruction is embedded in our classrooms for students who are recommended for the service, classrooms are designed to support language development in both languages. The ILT and ELL staff meet quarterly to review NYSESLAT and IEP goal data and determine supports needed for individual students and/or classrooms.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>ELL teachers administer NYSESLAT. Teachers schedule around mandated services, and plan make-up sessions for any missed session. Teachers utilize attendance data to schedule individual assessments and make-up sessions.</p>

## Shared and Inclusive Curriculum



<p><b>Instructional Leadership Framework</b> <b>Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Our ELLs with IEPs have the same access to and can engage in content area instruction that is appropriate for their learning needs. All of the schools programs and curriculum are available to our ELLs with IEPs population.</p>
<p>b. SIFE</p>	<p>NA</p>
<p>c. Newcomer</p>	<p>NA</p>
<p>d. Developing</p>	<p>Our Developing ELLs have the opportunity to engage in the school's curriculum with support and language scaffolding from their ENL teachers, classroom teachers, paraprofessionals and school wide support staff.</p>
<p>e. Long Term</p>	<p>Our Long Term ELLs have the opportunity to engage in the school's curriculum with support and language scaffolding from their ENL teachers, classroom teachers, paraprofessionals and school wide support staff.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>NA</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Our ESL teachers work collaboratively with the parent coordinator and family worker to ensure parents receive communication in their preferred language. It is assessed through the survey data (parent coordinator survey).</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Bilingualism?</p>	<p>Our ELLs are all ELLs with IEPs and do not receive the seal of bilingualism.</p>

## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>We are a highly individualized program. Every staff member knows the students they serve and their families well. Our professional learning plan includes unit-based, targeted professional development to support staff in accessing academic and social emotional learning activities for students. Additionally, the parent coordinator hosts several parent workshops per year, based on parent request, need, and survey data collection. Our counseling staff works closely with other staff and families to ensure social emotional supports are in place for all students. These workshops include: *Transition planning for students post-high school. *Guardianship and rights. *Access to community-based resources to support language acquisition. *School-wide mindfulness practices including "Mindfulness Monday"</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Teachers are encouraged to register for District 75 and Citywide professional development opportunities given throughout the school year. Our ELL staff provides small-group professional development for colleagues who need additional support for ELL and part 154.</p>

## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Our school hosts monthly parent engagement activities. These activities are aligned with the richly diverse cultural backgrounds of our students. Families are encouraged to participate in these monthly events. Additionally, our parent coordinator and family worker co-host events with our parent association throughout the school year. These events are designed to foster empowerment for all families, including ELLs. The activities are in collaboration with the parent coordinator and the family worker: *Class-specific celebrations to share work with parents and community. *School-wide cultural events that align to our diverse cultural community. *Parent workshops for health and wellness focused on cultural ties.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>All IEP meetings are scheduled in advance. The IEP coordinator arranges for translation services prior to scheduled meetings where an interpreter is needed or preferred. The IEP coordinator provides the document in advance so the translation team may prepare. Parent orientations and conferences are hosted by our staff. We have several staff members who are academically fluent in other languages. On annual meeting with parents of ELL students is conducted.</p>

## Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>NA</p>
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## PART VI: ELL IDENTIFICATION ATTESTATION

### Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Our school works with our ELL families by offering parent workshops with interpreters given by our school counselors. We have a parent coordinator and a family worker. Both of these individuals work to ensure that information is accessible by all of our families and that if a family has a question or concern the correct individual can get in touch with the family to help answer their inquiries.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our intake team is comprised of our ENL compliance liaison, ENL teacher, and our pupil accounting secretary. When a newly enrolled student is entered into our school database we begin the process of home language identification. After the home language survey is completed by a licensed pedagogue. We determine if the student needs to take the NYSITELL. If so, the ENL teachers administer the assessment and then place the student in an appropriate ENL group.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

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

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

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

## LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Felicia	Bryant	Parent Coordinator	2022	Yes	yes
		ENL Teacher			

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Spanish	written preferred	90%	Oral preferred	10%

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	10	100

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>We gather data from Home Language Surveys, ATS reports, Student Emergency Contact cards and informal surveying of families from classroom teachers. We ensure that communication is clearly sent to families in their preferred language, both orally and written.</p>
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**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
All memos	2x per month	Per session staff translates memos.
Monthly Calendar	1x per month	per session staff translates calendar.
Flyers for events, clubs, and workshops	4x per month	per session staff translates documents
Resources for community access/transition/employment	7-10x per moth	documents come with Spanish translation or per session staff translates.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
IEP Meetings	1X a year per student	We call the translation and interpretation office for an interpreter as needed.
Parent/Teacher Conferences	2X a year	We call the translation and interpretation office for an interpreter as needed.
Parent workshops	1-2x per month	We call the translation and interpretation office for an interpreter as needed or staff member translates.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>If there is a school wide emergency, parents will be notified in their preferred language of communication through Remind, google classroom, and emails. Remind translates to Spanish. Parent coordinator copies this language and posts in google classroom, emails, and social media.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>If there is a student specific, parents will be contacted in their preferred language of communication either through translation services or via a staff member who is fluent in preferred language.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent needs to contact the school and we do not have a staff member who can translate or interpret for the parent we will contact the translation and interpretation office for assistance.</p>

## 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	Printed and electronically
Over-the-Phone Interpretation Desk Aid	Emailed and printed
Language Access Handbook	Electronically
T&I Unit InfoHub Link	Printed and Emailed

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>Our staff is trained on all Chancellor's Regulation in the first day of school conference for staff. They are issued a handbook with links to each regulation. Additionally, staff is alerted to the names of staff members who may translate documents for our Spanish-speaking families.</p>
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Our families receive NYCDOE in their preferred language. All brochures, flyers, and letters shared with parents are translated into the preferred language. All family and parent meetings are scheduled with translation services so that parents may hear the meeting in preferred language. Parent coordinator and family worker assist individual parents language access and provide all information regarding language access. Our parent coordinator and family worker collaborate directly with families who prefer communications in languages other than English. They support families with translated NYC and NYCDOE documents. Notice of our language assistance services are communicated directly through the parent coordinator and family worker via email, parent support google classroom, website, and social media: Twitter and Instagram.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Parent coordinator and family worker survey parents mid-year to determine the quality of translation services and make recommendations for improvements.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Parents typically give individual feedback on our translation services. Through their feedback, our parent coordinator and family worker collaborate with classroom staff to make the necessary adjustments to our communication plan.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

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

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

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

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

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

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

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

## PART A: SCHOOL INFORMATION

Name of school:	P176X
DBN:	75X176
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	16
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>The P176X is a special education school in District 75 that services students with various disabilities. The school is comprised of 623 students. Of these students 90 (6.92%) are English Language Learners (ELLs).</p>
<p>Rationale</p>	<p>The Supplemental Instructional Program "Self-Care and Career Readiness," will be a literacy-based program that will focus on experiential and vocational learning while fostering English language acquisition. Students will explore skills such as; writing resumes, preparing for job interviews and career opportunities. Students will also be learning mindfulness and self-care techniques. The highly motivating nature of the program along with active participation will allow students to make significant gains in the area of language acquisition and increase communication skills. Common Core Learning Standards, New Language Arts Progressions, ENL methodologies and technology will be infused into all instructional aspects of the program.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The program will service sixteen students in grades 9th through 12th with an 8:1:1 ratio. The participating students were selected based on their 2022 NYSESLAT results (Entering and Emerging levels of proficiency.) Students will be placed in instructional groups based upon cognitive levels, age and IEP mandated ratios.</p>
<p>Schedule and duration</p>	<p>The program will be held remotely due to bussing not being available for after school activities. The program will run for a total of 15 sessions (each session will be two hours, from 4:30 to 6:30 PM, on Wednesdays and Thursdays, from March 2023 through April 2023.) Our regular school hours end at 2:50 pm.</p>
<p>Language of instruction</p>	<p>The program will be conducted in English.</p>
<p>Number and types of certified teachers</p>	<p>The program will be conducted by two NYS TESOL Certified teachers supported by three Spanish speaking paraprofessionals (two classroom paraprofessionals and a 1:1 paraprofessional.)</p>
<p>Types of materials</p>	<p>The following materials will be purchased to support our instructional program: One iPad and one iPad case will facilitate instruction by allowing the teachers to utilize two screens during remote sessions. Color printer and Ink- Teachers will print relevant materials in color to be sent home to supplement instruction. Mindfulness Teacher and Student Workbooks. The instructional manual will allow teachers to guide students regarding mindfulness techniques to use to destress. We will also purchase a portable speaker and miscellaneous classroom supplies.</p>
<p>Include any additional details here:</p>	<p>Many parents of our ELL students are not proficient in English and have difficulty securing gainful employment. To this end, we are inviting parents to join their children in all instructional aspects of the program. Developing skills alongside their children will allow parents to support their children by practicing these skills at home. Translation and interpretation services will be provided as needed. Parents will get all the Title III related documents in English and their preferred language.</p>



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

## PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> <li>rationale</li> <li>teachers to receive training</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> </ul>	
Rationale	The professional development program will be beneficial for Title III teachers and staff because they will learn various practices and strategies to apply in the classroom. The topics to be covered will help teachers prepare students psychologically, socially and mentally for job readiness and independent living.
Teachers to receive training	Training will be provided for the three paraprofessionals participating in the program.
Schedule and duration	There will be five professional development sessions to take place from March 2023 through April 2023, on selected Tuesdays (from 3:00 to 4:00 pm.) Professional development sessions will take place in person. Sessions will be ongoing for the duration of the program.
Topics to be covered	Session 1 - The initial professional development session will explore the best practices for the instruction of ELLs with disabilities. Session 2 - Job readiness (punctuality, appropriate attire and language, professionalism, etc.). Session 3 - Etiquette, self-care and overall wellness; hygiene and grooming. Session 4 - Mental health for teenagers. Session 5 - Review the program's effectiveness and suggestions for future programs. Throughout the sessions we will also review chapters of "Scripted Vocational Roleplays" to identify activities to use in the program.
Name of provider	All professional development sessions will be provided by the two ENL teachers.
Include any additional details here:	

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	
<p>Rationale</p>	<p>The planned parent engagement activities will allow parents and families of ELLs to understand the different components of their children's IEPs. They will also explore different strategies to promote language acquisition at home.</p>
<p>Schedule and duration</p>	<p>There will be three parent engagement sessions to take place remotely from March 2023 through April 2023. The first session will be for two hours on a selected Monday (from 4:00 to 6:00 PM). The last two sessions will also be on a selected Monday for one hour each (from 4:00 to 5:00 PM). Translation and interpretation services will be provided as needed.</p>
<p>Topics to be covered</p>	<p>Session 1- Understanding the Individualized Educational Plan. Session 2 &amp; 3 - Strategies for promoting language acquisition at home.</p>
<p>Name of provider</p>	<p>Session 1- Will be provided by the two ENL teachers and the IEP coordinator. Sessions 2 &amp; 3- Will be provided by the two ENL teachers.</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified regarding the parent engagement activities with invitations through letters in English or their preferred language. Parents will also be provided with a link found in the child's remote classroom.</p>
<p>Include any additional details here:</p>	

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):- Per session -Per diem	\$ 9,749.10 (80%)	Direct Instruction: 2 Teachers X 15 Sessions X 2hrs. X \$66.18 = \$3,970.80 3 Paraprofessionals X 15 Sessions X 2 hrs. X \$38.54 = \$3468.60 1 Secretary X 10 hrs. X \$40.80 = \$408.00 Total: \$7,847.40 Professional Development: 2 Teachers X 5 Sessions X 1 hr. X \$66.18 = \$661.80 3 Paraprofessionals X 5 Sessions X 1 hr. X \$38.54 = \$578.10 Total: \$1,239.90 Parental Engagement: 3 Teachers X 1 Session X 2 hr. X \$66.18 = \$397.08 2 Teachers X 2 Sessions X 1 hr. X \$66.18= \$264.72 Total: \$661.80
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. - Additional curricula, instructional materials. -Must be clearly listed.	\$2,432.90 (19.9%)	1 LEXMARK CX625ade Color Classroom Printer, Scanning, Copying = \$1,511.21 Black, color- printer imaging kit- for LEXMARK= \$117.69 LEXMARK B241H00 Black High Yield Toner Cartridge= \$125.21 SSBA 10.2 inch iPad 64 GB= \$382.00 Logitech Slim Folio Plastic Keyboard Case= \$65.09 JBL Clip 4 Bluetooth Speaker= \$41.22 Basic Skills for the Workplace, Teacher's Edition= \$33.16 Basic Skills for the Workplace, Student Workbook= \$24.06 The Mindfulness Solution= \$10.09 Everything you need to know about mindfulness= \$7.71 Miscellaneous Classroom Supplies= \$115.46
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$12,182.00	

Allocation Amount (\$):	12,182.00
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

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

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