



**2023-2024
COMPREHENSIVE
EDUCATIONAL PLAN (CEP)**

DBN	01M696
School Name	Bard High School Early College
Principal	Stephen Chaterpaul

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) is developed by the School Leadership Team (SLT) in accordance with the requirements of **Chancellor’s Regulation A-655**. The 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 NYC Public Schools’ system-wide priorities below.

Schools should focus their CEP on the five system-wide priorities below, connecting their planning to the data discussions and conversations with stakeholders held as part of the school’s needs assessment:

- Priority 1: All students learn to read well
- Priority 2: All students are physically and emotionally safe
- Priority 3: All students have a high-quality academic experience
- Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security
- Priority 5: All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

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 system-wide priorities, followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify priority needs and root causes. 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) aligned to each priority. 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 section of the plan.

Guidance on Conducting a Comprehensive Needs Assessment

Guidance on Conducting a Comprehensive Needs Assessment

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

1. 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
- 2022-23 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- 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 Tools for Understanding Your Data** for student subgroup information

2. 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 indicators?*
- *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?*

3. 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 the **iPlan Portal Public Resources Page**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Bard High School Early College
District Borough Number (DBN):	01M 696
Grades Served:	9-12
School Address:	525 East Houston St, New York, NY 10002
Phone Number:	212.995.8479
Fax:	212 777 4702
School Contact Person:	Stephen Chaterpaul
School Contact Person Email Address:	schaterpaul@schools.nyc.gov
Principal:	Stephen Chaterpaul
United Federation of Teachers (UFT) Chapter Leader:	Denice Gamper
Parents' Association President:	Michelle Orecklin
SLT Chairperson:	Ryan Vera and Cindy Hsiao
Title I Parent Advisory Council Chairperson (PAC):	n/a
Student Representative(s) Middle /High School:	Joyeeta Dey
Student Representative(s) Middle /High School:	Joyeeta Dey
Community Based Organization (CBO) Representative:	Alayna Dorobek

School-Based Students in Temporary Housing (STH) Liaison:	Anna Azeglio
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District Information

Geographic District:	01
Superintendent:	Gary Beidleman
Superintendent's Office Address:	333 Seventh Ave, 7th floor, New York NY 10001
Superintendent's Email Address:	Gbeidleman@schools.nyc.gov
Phone Number:	212 356 7653
Fax:	212 356 3881

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	01M696
School Name	Bard High School Early College

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), 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. Additional information and resources are available on the **School Leadership Team Resources** page. 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 position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires CSI/ATSI/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	
Denice Gamper	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Michelle Orecklin	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Carol Turitz	Title I Parent Advisory Council Chairperson (or alternate)		
Allison Seto	Student Representative (Required for middle and high schools)		
Laura-Albane Peyronnet	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Gaberiel Rosenberg	Member/Teacher		
Melanie Pflaum	Member/Teacher		
Anna Shields	Member/Teacher		
Aimee MacDonald	Member/Parent		
Cindy Hsiao	Member/Parent		
Lauren. Gottlieb	Member/Parent		
Miri Navasky	Member/Parent		
	Member/Parent		
	Member/Student		

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 **Assembling Your Team** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the individual’s position and 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
Stephen Chaterpaul	Position / Principal	
Denice Gamper	Position / UFT Chapter Leader	
Michelle Orecklin	Position / Parent (PTA President)	

SECTION 4: SCHOOL SUMMARY

School Summary

Directions: Complete this CEP Summary to serve as the “at-a-glance” narrative that provides contextual information about your school’s unique characteristics. This summary and the entire Comprehensive Education Plan (CEP) should be shared with your school community. Please note that this summary and the CEP will be made available to the public through the **iPlan Portal**, an online space where school stakeholders can go to collaborate in the development of the school’s education plans.

Your School's Accountability Status:	LSI: Local Support and Improvement
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Provide your school’s mission statement:	Our mission to provide a diverse community of New York City students the opportunity to engage in an early college experience. Students at BHSEC embark on a four year journey in which they earn a high school diploma and an Associate's degree. This model differs from the traditional high school model in both its expectations and implementation. It requires that we approach adolescent education not only with an eye towards rigor and innovation, but that we also support students social and emotional needs, promote equity, and use a well rounded liberal arts curriculum to prepare students for the 21st century.
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Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships: Include demographic information about your school’s student population.	Bard High School Early College - Manhattan is a partnership between Bard College and the New York City Department of Education. As an early college program, it enables students to earn both a Regents diploma and an Associate in Arts (A.A.) degree from Bard College in four years. We value diversity and make every effort to ensure the early college opportunity is available to students from all over New York City.
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Briefly summarize the key initiatives your school will implement this school year.	In all classes, teachers will develop student-centered, culturally relevant lessons allowing students to make their thinking visible. Creating skills-based assessments and assignments that allow students to demonstrate their learning in various ways.
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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	11-12	Digital and Print	College level curricula
Math	11-12	Digital and Print	College level curricula
Math	9	Illustrative Mathematics- Digital	Combination Geometry and Algebra Curriculum custom tailored from IM curriculum to met the needs at BHSEC

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 1 – ALL STUDENTS LEARN TO READ WELL

Priority 1 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority 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)
Increasing Map growth from each student to points	MAP Growth Results	Students with Disabilities and Black/LatinX students lack foundational reading skills needed to analyze material at the college level.
Increase ELA Regents pass rate for students of color by 5%.	ELA Regents results for subgroup population	Scoring 85% or higher on the ELA Regents is a marker for College Readiness.
Increase credit accumulation for SWDs	Progress to graduation tracker	Students with Disabilities require additional skills needed to meet grade level standard within the current program

Priority 1 SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for literacy outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Literacy

- Launch dyslexia screening, professional learning, and program pilots (as applicable)
- Implement foundational phonics curriculum for grades K-2
- Implement the strategies outlined in the **Citywide Literacy Expectations**

Target Population	Baseline Data	SMART Goal
All Students	5%	By June, 2024, for All Students of color will Increase 5% their average ELA Regents by 5%.
Students with Disabilities (SWD)	not all students are earning credits	By June, 2024, for Students with Disabilities (SWD) will increase the number of high school credits earned each semester.

Priority 1 Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
MAP Growth BOY, MOY EOY will be used to monitor student overall performance towards passing the Regents. We will also develop a mid-term assessment in the Spring semester to measure student progress toward readiness for the English Regents	Increase in progress markers for the MAP Growth exam	This is to be determined at the BOY window in the Fall semester	BOY values for MAP Growth for 10th students	Capture MAP growth results for all 9th, 10th and Y1 students. Results for 10th and Y1 student should demonstrate upward trajectory	All students tested since by the BOY will show improvement of 5-10 points on the MA P growth assessment	All students tested since by the MOY will show improvement of 5-10 points on the MA P growth assessment

Priority 1 Action Plan

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?)
	06/15/2024	We will partner with a CBO to Better Urban Health to help support students of color on SEL. This is being done to help ensure students are attending class and learning to being strong self-advocates
	06/15/2024	We will offer professional learning team that will allow ELA faculty to develop key skills translatable skills from 9th to 10th.

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 Priority. 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?)

Priority 1 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/18/2023	06/15/2024	Newsletter sent weekly to all various stakeholders	
09/13/2023	06/15/2024	All students, teacher and families will communicate using a single grading platform	

Priority 1 Budget and Resources

<p><u>Budget and Resources</u></p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>We will develop a support process for the Special Education teachers. We will hire a new CLaW Director with the specific understanding of supporting students</p>
<p>Instructional Resources</p>	<p>We will continue with our writing across the curriculum focus, as a fundamental institutional practice</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 2 – ALL STUDENTS ARE PHYSICALLY AND EMOTIONALLY SAFE

Priority 2 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority 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)
Recognizing when students are struggling academically.	Lowest section of Personal attention support on the NYC school survey is 78% for "My teacher notices when I have trouble learning something". (NYC School Survey, 2021)	Administration will support teachers in Danielson 3d-Assessment
Recognizing when students are struggling emotionally.	Lowest section of Personal attention support on the NYC school survey is 78% for "My teacher notices when I have trouble learning something". (NYC School Survey, 2021)	
Advisory		Students report needing a more supportive advisory structure.

Priority 2 SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **physical and emotional safety** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Physical and Emotional Safety

- Develop safety infrastructure and systems, including staff training, collaboration with external partners, and implementation of safety and security best practices
- Expand social emotional and mental health supports via restorative justice, Project Pivot, screeners, and other district or school-based initiatives (as applicable)
- Improve supports and outcomes for socially vulnerable student populations (Students in Temporary Housing, Students in Foster Care)
- Develop and implement improved attendance practices to combat chronic absenteeism and center equity
- Expand implementation of physical and mental wellness supports, including Physical and Health Education and related initiatives

Target Population	Baseline Data	SMART Goal
All Students	78%	By June, 2024, for All Students will Increase 10%, from 78% to 88, as measured by Personal attention support on the NYC school survey, My teacher notices when I have trouble learning something.

Priority 2 Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC School Survey	Collaborative and Trusting Relationships	June 2021	61%	65%	70%	75%

Priority 2 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	12/30/2022	Create Professional Learning Team geared towards assessment planning
10/01/2021	12/31/2021	CLAW (Center for Learning and Writing) team will roll out peer tutoring partnerships as push in and pull out support for classroom teachers
12/15/2021	01/14/2022	Distribute course evaluations for students to provide feedback on key indicator

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 Priority. 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	Review mid year survey data with faculty
03/01/2022	05/31/2022	Professional Learning Team will conduct workshops for faculty on assessment design and identifying skill gaps.
02/21/2022	05/31/2022	Teacher teams will use mid-year MAP Growth data and DESSA data to identify interventions for specific students and groups of students

Priority 2 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/23/2021	09/30/2021	Family orientations at beginning of the year to review resources and academic supports.	N/A
10/01/2021	06/30/2022	Use SLT as forum to address progress on CLAW interventions	N/A

Priority 2 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>CLAW director and PLT leaders to take active role in planning.</p>
<p>Instructional Resources</p>	<p>CLAW director to work on instructional plans with teacher teams.</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 3 – ALL STUDENTS HAVE A HIGH-QUALITY ACADEMIC EXPERIENCE

Priority 3 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority 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)
Increasing the amount of college credits earned for Students with Disabilities	Students with disabilities historically earn few college credits than their general education counterparts.	
Improve performance of SWD students.	Increasing grades of SWDs by one full letter grade in one subject for SWD. Ensure that skills and clear pathway towards particular skills are established	
Pathways beyond college.	Create and establish career pathways for SWDs that struggle to earn high school credits and the high school diploma. These are pathway outside of the 4-year college process.	

Priority 3 SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for high-quality academics outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for High Quality Academics

- Strengthen core instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention
- Ensure multilingual language learners (MLLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support MLLs
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Create new programs/schools in response to community need; expand high quality seats
- Elevate arts and civics for a reimagined and more engaged student academic experience

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	1	By June, 2024, for Students with Disabilities (SWD) we will increase the number of college credits earned.

Priority 3 Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Review college credit accumulation by SWDs in the college program. Review overall credit accumulation of SWD in grade 9 and 10.	Increase in the number of credit attempted in the college program annually	Data currently being tracked	Baseline is the average of number of credits of all SWDs compared annually	N/A	N/A	This is the first year we will track this data.

Priority 3 Action Plan

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?)
09/17/2023	01/29/2024	Check the number of credit earned by SWD students at the end of the semester. Evaluate the percentage of college credits attempted by SWD students as compared to general education students.

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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/31/2024	06/15/2024	Check the number of credit earned by SWD students at the end of the semester. Evaluate the percentage of college credits attempted by SWD students as compared to general education students.

Priority 3 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
	06/15/2024	Create a clear communication plan for families to know what course are being offered at the college level for SWDs	

Priority 3 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	N/A
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Instructional Resources	N/A
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Schedule Adjustments	N/A
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Other Resources Needed	N/A
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SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 4 – ALL STUDENTS GRADUATE COLLEGE AND CAREER READY AND HAVE A STRONG PLAN AND PATHWAY TO ECONOMIC SECURITY

Priority 4 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
We need to set students up for vocational pathways, and sell earning college credits instead of attaining the full AA degree.	98% 4-year CCCR Index (Performance Dashboard, 2019)	some students don't get our Associates degree, don't get a high enough score on the SAT, and don't pass one of our college classes with a C- or better.

Priority 4 SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **college and career readiness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for College and Career Readiness

- Expand career pathways and work-based learning, opportunities for early college credit and industry credentials, and college/career advising and awareness, including via the Career Readiness Modern Youth Apprenticeship and FutureReadyNYC (as applicable)
- Schools serving students in early childhood, elementary, and middle school settings should consider how they expose students to and prepare them for advanced (Regents-level) coursework, Specialized High School Admission Test (SHSAT) preparation, college awareness, career studies, etc.

Target Population	Baseline Data	SMART Goal
All Students	98	By June, 2024, for All Students will increase 2%, from 98 to 100, as measured by NYC DOE College Readiness Index (4-Year).

Priority 4 Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC School Performance Dashboard	College, Career, and Civic Readiness Index	June 2022	98%	98%	99%	100%

Priority 4 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/31/2022	Track all students progress in fall semester towards successful completion of AA degree. Intervene with academic with academic supports where necessary.
09/09/2022	11/13/2022	Early intervention at the midterm for students who are not on track for a C or higher in a college class. Additional supports such as tutoring and office hours will be put in place.
09/09/2022	01/01/2023	Provide additional academic support to Smart Scholars cohort in fall semester to increase number of college credits earned.

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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/25/2023	Track all students progress in spring semester towards successful completion of AA degree. Intervene with academic with academic supports where necessary.
02/01/2023	04/01/2023	Early intervention at the midterm for students who are not on track for a C or higher in a college class. Additional supports such as tutoring and office hours will be put in place.
02/01/2023	06/25/2023	Provide additional academic support to Smart Scholars cohort in spring semester to increase number of college credits earned.

Priority 4 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	06/25/2023	Family Workshops on College Process and Financial Aid	NYU College Access program
09/09/2022	06/25/2023	Alumni presentations on college process	

Priority 4 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Use of NYU college counseling program to supplement BHSEC staff</p>
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Instructional Resources	N/A
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Schedule Adjustments	N/A
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Other Resources Needed	N/A
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SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: PRIORITY 5 – ALL DISTRICTS AND SCHOOLS ARE MORE INCLUSIVE AND RESPONSIVE FOR PARENTS AND FAMILIES, INCLUDING HAVING MORE FAMILIES CHOOSE NYC PUBLIC SCHOOLS

Priority 5 Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority 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)
A more effective way to communicate with families regarding their student's academic performance.	There is no universal system that we use to communicate with parents and families. We plan on changing this.	No clear system of feedback to communicate current school progress.
Communicating MAP Growth results to families.		
Creating additional opportunities for families to visit the school		We currently only have Open Houses during the weekday, we will have Open Houses on Saturdays.

Priority 5 SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for parent, family, community and system responsiveness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Focus Areas for System Responsiveness to Parents, Families and Communities

- Ensure more families choose NYC Public Schools by deeply engaging with families to understand their needs and planning new and high-quality programs
- Build community trust and bolster engagement, including via improved language access and increased family engagement and participation
- Implement and lead strategies that support and increase Minority and Women Owned Business Enterprises (MWBE) utilization

Target Population	Baseline Data	SMART Goal
All Students	q	By June, 2024, for All Students and families will have clear systems where students and families can see student progress.

Priority 5 Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC School Survey	3% increase in the NYC School Survey on all questions regarding communication with the school					

Priority 5 Action Plan

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?)
09/17/2023	09/30/2023	Purchase a grading systems or use DOE GAMMA to clearly communicate student progress with families. Develop a clear communicate mechanism and policy for teachers. Provide professional development on the use of the platforms.

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 Priority. 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?)

Priority 5 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
	09/30/2023	Single grading systems for the entire school.	PTA will help fund this endeavor

Priority 5 Budget and Resources

<p><u>Budget and Resources</u></p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	
<p>Instructional Resources</p>	
<p>Schedule Adjustments</p>	
<p>Other Resources Needed</p>	Funding to cover cost of single grading platform

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: CHRONIC ABSENTEEISM

Chronic Absenteeism Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Chronic Absenteeism for SWD	15.5% of SWD have below 80% Attendance (RPCA report in ATS)	Social emotional factors and academic challenges have led to avoidance of school or class

Chronic Absenteeism SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	15.5%	By June, 2024, for Students with Disabilities (SWD) will Decrease 5.5%, from 15.5% to 10% , as measured by Chronic Absenteeism.

Chronic Absenteeism Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
5 and 10 Day Absent Report in ATS	Chronic Absenteeism	6/28/22	15.5%	15%	12%	10%

Chronic Absenteeism Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	09/30/2022	Appoint attendance coordinator to monitor and run attendance reports. Hire an additional school aide who will help oversee attendance.
09/30/2022	01/29/2023	Review student attendance reports at weekly guidance meetings to identify any chronic absences and to plan for family outreach.
	06/15/2024	Develop an attendance feedback loop for both daily and period attendance through current DOE systems.

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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/03/2023	Review student attendance reports at weekly guidance meetings to identify any chronic absences and to plan for family outreach

Chronic Absenteeism Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	06/29/2023	SPED specific orientations and office hours with AP/Guidance	N.A

Chronic Absenteeism Budget and Resources

<p><u>Budget and Resources</u></p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Guidance counselors, appointment of attendance coordinator</p>
<p>Instructional Resources</p>	<p>N/A</p>
<p>Schedule Adjustments</p>	<p>Weekly guidance meetings</p>
<p>Other Resources Needed</p>	<p>N/a</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Quality Individualized Education Program (IEP) Needs and Root Causes

Directions: In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Priority 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)
Compliant completion of transition sections of IEP	85.2% compliance in transition sections of the IEP	SPED teachers are including invalid agents in the IEP or are not including the transition needs appropriately.
Moving towards Least Restrictive Environment - removing services on an ongoing and consistent basis throughout the school year	Evaluation of the student progress	We need to ensure that students with disabilities have the appropriate supports in place to ensure they can succeed in the least restrictive environment.

Quality Individualized Education Program (IEP) SMART Goal(s)

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data	SMART Goal
All Students with Disabilities (SWD)	85.2	By June, 2024, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Effective transition planning through the completion of the Coordinated Set of Transition activities and Measurable Postsecondary goals in the IEP. by Increase 14.8, from 85.2% to 100, as measured by Compliance Percentages sent by ASE .

Quality Individualized Education Program (IEP) Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at three 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 Priority. The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
ASE Compliance Data	Compliant completion of MSPG and CTA sections of IEP	June 2022	85.2%	90%	95%	100%

Quality Individualized Education Program (IEP) Action Plan

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?)
09/09/2022	10/30/2022	Identify students of transition age	Use compliance reports to identify students of transition age, including incoming 9th graders, who do not have a complete or compliant IEP.
09/09/2022	01/29/2023	Transition Team Leader	Appoint Transition Team leader who will attend monthly TCAC or other trainings around IEP compliance and transition resources.
10/01/2022	01/29/2023	PD For SPED Teachers	Transition Team Leader will provide PD for SPED teachers on compliance in transition sections as well as resources available for supporting student transition
09/09/2022	10/01/2022	Compliance Checklist	AP of SPED will create compliance checklist for use by SPED Teachers for proper completion of MPSG and CTA
09/09/2021	01/29/2022	Assess need for SPED referrals.	Monitor referrals to Special Education to ensure appropriate referrals only

Quality Individualized Education Program (IEP) Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/2021	06/30/2023	Transition Team Leader will provide resources and workshops for transition resources	MTCAC, includeNYC
08/30/2021	06/30/2023	Distribution of student and parent vocational surveys	N/A

Quality Individualized Education Program (IEP) Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Additional Special Education staffing</p>
<p>Instructional Resources</p>	<p>N/A</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

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	Academic performance	Tutoring	Small group	After school	no

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Behavioral Screen	Group counseling	Small group	After 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>	<p>14</p>
<p>Describe the services you are planning to provide to the STH population.</p>	<p>We provide additional counseling, academic support, and family resources to our STH population. We will partner with a CBO DOE vendor to help provide services.</p>

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

Parent and Family Engagement Policy

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

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

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

<p>Parent and Family Engagement Policy</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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>
<p>Support for Parents and Family Members of Title I Students</p>	<p>Bard High School Early College 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>

<p>Parental Involvement and School Quality</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
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<p>Encouraging School-Level Parental Involvement</p>	<p>The school will further encourage school-level parent and family engagement by:</p> <ul style="list-style-type: none"> • 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.
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School-Parent Compact (SPC)

<p>School-Parent Compact (SPC)</p>	<p>Bard High School Early College, 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.</p>
<p>I. School Responsibilities: High Quality Curriculum I. School Responsibilities: High Quality Curriculum</p>	<p>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);</p>
<p>I. School Responsibilities: Supporting Home-School Relationships</p>	<p>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;</p>
<p>I. School Responsibilities: Providing Parents Reasonable Access to Staff</p>	<p>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;</p>
<p>I. School Responsibilities: Providing General Support to Parents</p>	<p>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;</p>

<p>II. Parent/Guardian Responsibilities</p>	<ul style="list-style-type: none"> • 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;
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<p>III. Student Responsibilities</p>	<ul style="list-style-type: none"> • 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.
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SUBMISSION ASSURANCES

Submission Assurances

- 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, the school has written “Addendum Attached” and provided supplemental documentation 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.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2023-24 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 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 Bilingual Education (DLBE) 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**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2023-24 school year. If completing before the 2023-4 school year begins, questions should be based on the anticipated population served by the school.

A. School Information

District:	01
Borough:	Manhattan
School Number:	696

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	Stephen Chaterpaul
Assistant Principal	Kara Studwell
Assistant Principal	Christina Candy
Coach	
Teacher/ELA	
School Counselor	Stacie Millman
Teacher/Subject Area	
Teacher/Subject Area	Williman Hinrichs/Spanish
Parent	Michelle Orecklin
Parent Coordinator	Carol Turitz
Related-Service Provider	Rachael Cho

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Language Other than English (LOTE)/World Language Certified Teachers:

Total number of teachers with LOTE certification:	3
Total number of teachers with LOTE certification providing World Language instruction:	3
Total number of teachers with LOTE certification providing Home Language Arts (HLA) to students in bilingual programs:	0

D. Student Demographics

Total number of students at your school (excluding pre-K):	553
Total number of current ELLs at your school:	6
Total percentage (%) of current ELLs at your school:	1%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	0.5%

PART II: BILINGUAL PROGRAMS

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE))?	No
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Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2023-24 school year*. If submitting before the 2023-24 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 Bilingual Education (DLBE)--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.

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

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.

<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>We have no students who have stand alone ENL.</p>
<p>Integrated English as New Language (ENL)</p>	<p>We offer each former ELL small group work with in the classes they take. We also design lessons that are culturally relevant and appropriate for the student's level of mastery. We hiring either an F-status or per session ENL teacher.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language Bilingual Education (DLBE) program 	<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?

We only have former ELLs so we give them the mandatory time in class by programming them into regular classes. Within each class day, we make sure half the class is devoted to small group instruction for former ELLs. We hiring either an F-status or per session ENL teacher.

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

Data 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**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>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?</p>	<p>We have 2 new ELLs.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>80% are long-term ELLS.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>.3% All of our former ELLs were supported with small group instruction for 2 years after reaching Commanding on the NYSISLAT. Currently, none of our former ELLS need support.</p>
<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>It is interesting that both of our ELLs are ELLS with an IEP. We discussed overlap between the skills assessed in both annual goals and on the NYSESLAT.</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>Regents data is not available for these students in ELA. We will use MAPGrowth data over the course of the year to evaluate.</p>
<p>4. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?</p>	<p>we have no at-risk ELLS at this school.</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>we have only 2 and they are from different backgrounds with different languages (Cantonese and Spanish), so no real pattern there. The two languages are shared by staff and they speak regularly in these home languages with students, both for fun and to communicate with their families.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>Hispanic and Chinese. We maintain a strong CR-SE Focus in all classes through curricular review and our PLT meetings, and in our advisory curriculum in which all students are enrolled.</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>It is interesting that both of our ELLs are ELLS with an IEP. We discussed overlap between the skills assessed in both annual goals and on the NYSESLAT. It is difficult to determine trends for these two student, however we</p>
<p>8. (For grades 9-12 only) Please review your data in the Insight Tool and STARS to answer the following questions:</p> <p>a. How many ELLs are on-track towards graduation?</p>	<p>100%</p>
<p>b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?</p>	<p>1</p>
<p>c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?</p>	

PART V: ML/ELL INSTRUCTION

Tier 1: Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	We have a very small number of ELL students but always ensure they have an appropriate schedule and supports in place to support their progress.
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.	All instruction is in English as our ELL cohort is at a stage where they do not need bilingual instruction. When needed, document translation is provided for instructional materials or communication to families.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area as well as language materials.	Students are given use of assistive technology for writing support and language translation, reading supports such as vocabulary lists, comprehension checks and guided notes. Finally, for writing, scaffolded processes such as focus free writes, outlines, and peer and adult review are offered to all students in the cohort.
a. ELLs with IEPs	
b. SIFE	This is not currently applicable. In the case it does become relevant, we will meet with families, conduct initial assessments, and create collaborative plans accordingly.
c. Newcomer	This is not currently applicable. In the case it does become relevant, we will meet with families, conduct initial assessments, and create collaborative plans accordingly.
d. Developing	Pull out services with providers or related services for ELLs with IEPs.
e. Long Term	We support students in the least restrictive environment. This currently includes co-teaching with the possibility of pull out work or related services for ELLs with IEPs.
f. Former ELLs up to two years after exiting ELL status	We focus on small group instruction in each of their core classes with a focus on understanding the material through CSRE.
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?	We have only 2 ELL students with IEPs and utilize. We utilize in class supports and co-teaching as well as pull out related services when relevant.
5. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Each year, we administer our home language survey for incoming students and our parent coordinator updates internal communication databases. We also have trained faculty and staff on the use of the GAM system to automatically translate materials to the home language indicated in ATS.
6. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	Latin, Chinese, Spanish. We are not preparing them for the NYS seal of Biliteracy.
7. 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. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.	Each year, we maintain social emotional training for all faculty and staff, including our guidance team. Our guidance department meets weekly to discuss interventions and student needs, including a focus on Special Education and ELL. Additionally, we plan to hire an outside consultant to provide PD on executive functioning needs for our teachers.
8. 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).	We have and will hire an ELL PD provider to give the 15 hours of CTLE credit during May and June. This is organized through Bard College. We also maintain referrals for outside PDS for those faculty who want an additional or alternate experience.

Assessment

<p>SCREENERS</p> <p>9. Which 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>MAP Growth. If an ELL tests low, the MAP Growth assessment shows what skills they need to work on and that is incorporated into small group instruction.</p>
<p>10. 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>Co-planning allows teachers to thoughtfully and intentionally plan for instruction and differentiation of materials. This includes: Vocabulary lists during reading, vocabulary instruction across disciplines, training in comprehension strategies, writing scaffolds (Focused Free Writes, outlines, peer/adult editing), etc.</p>
<p>11. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-tiered System of Supports (MTSS). Refer to the Instructional Leadership Tool for MLs and ELLs and MTSS Guide for MLs and ELLs to help in the development and implementation of your school's plan for MLs/ELLs.</p>	<p>NA</p>
<p>FORMATIVE</p> <p>12. Which 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>MAP Growth gives a base-line, and we offer it twice more in the year to gauge improvement in skills.</p>
<p>13. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Each semester, we review student progress report cards quarterly and consult with teachers.</p>
<p>SUMMATIVE</p> <p>14. Which 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>We utilize NYSESLAT, ELA and Math Regents, and MAPGrowth annual end of year assessments.</p>
<p>15. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Kara Studwell (assistant principal) tests any student that falls under the NYC DOE guidelines for testing with the NYSESLAT. It occurs during our warm up to classes and by the end of this week long warm up, students are put in the correct classes with the correct supports given to each teacher of those students.</p>

PART VI: FAMILY PARTNERSHIP

Family Partnership

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Our parent coordinator does extensive outreach to our families to ensure that they are acclimated and having a good experience at BHSEC. This includes individualized invitations to Parent Teacher Conferences, PTA meetings, and college orientations. We offer translations services during parent-teacher conferences. For remote conferences, teachers use the language translation line services. Currently, no ELL families hold PTA board positions.</p>
<p>2. Describe your school's plan to ensure all families of ELLs are provided with an annual individual meeting as required by CR Part 154to 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 are separate from and do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>AP Kara Studwell reaches out to all families individually to schedule meetings, discuss programming, and remind them of their rights. We currently do not have an ENL teacher on staff. We hired a leave replacement PE teacher with TESOL extensions that will help support AP Studwell</p>
<p>3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?</p>	<p>We are in the process of partnering with Better Urban health for C&LR partnership.</p>
<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>	

PART VII: 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, and former ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.</p>	<p>assistant principal Christina Canty administers the NYSESLAT. Based on that we follow all steps in the NYC DOE guidance for ELLs. Often it ends with teachers of ELLs getting information on these ELLs. Some of which is the MAP Growth assessment scores and what it states these students need to work on to improve their English language skills.</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>We are currently developing a new structure and system to be in compliance with regulations regard identification of ELL students. Part of this plan is hire staff qualified to administer the home language c</p>

PART VIII: 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

Office of Language Access (OLA) Contact	Ricardo Rivera
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LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

<p>Office of Language Access (OLA) Contact:</p> <p>Contact Information:</p> <ul style="list-style-type: none"> ▪ Araina E. Sepúlveda-Moreiras, ASepulvedamoreiras@schools.nyc.gov ▪ Cunneely Elena, ECunneely@schools.nyc.gov ▪ Rivera Ricardo, RRivera60@schools.nyc.gov ▪ Williams Robert, RWilliams32@schools.nyc.gov 	Ricardo Rivera
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The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

*The Field Language Access Coordinator and The Office of Language Access 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	Job Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?
Kara	Studwell	Assistant Principal 12 Month	2/15/23
Zayra	Taveras	School Secretary	10/19/22
Carol Ca	Turitz	Parent Coordinator - Annual	10/25/22

Please specify your primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:

- Part III of the Home Language Identification Survey (HLIS)
- Automate The System (ATS) reports
- Student Emergency Contact cards
- Surveys conducted by your school.

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.

For the last two columns: List number of school staff that are comfortable using their language skills to communicate with parents.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
ARABIC	2	0.36	3	0.54		
BENGALI (BANGLA IN BANGLADESH)	27	4.9	27	4.9		
CEBUANO	0	0	1	0.18		
CHINESE ANY	21	3.81	14	2.54		
CANTONESE	0	0	4	0.73		
DARI/FARSI/PERSIAN	1	0.18	1	0.18		
FRENCH	3	0.54	3	0.54		
FULANI	0	0	1	0.18		
HAITIAN CREOLE	1	0.18	1	0.18		
ITALIAN	1	0.18	0	0		
MANDARIN	0	0	2	0.36		
NAHUATL	1	0.18	1	0.18		
ENGLISH	446	80.94	444	80.58		
POLISH	2	0.36	2	0.36		
RUSSIAN	2	0.36	2	0.36		
SPANISH	41	7.44	41	7.44		
TIBETAN	1	0.18	1	0.18		
URDU	1	0.18	2	0.36		
UKRAINIAN	1	0.18	1	0.18		

PART B: HOME-SCHOOL COMMUNICATIONS LANGUAGE SUPPORT APPROACH

1. List the documents your school typically disseminates every year that require translation, and plans to translate the documents.

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, and plans to provide interpretation at those meetings.

Meeting Type (e.g. parent workshops, PTCs)	How does your school plan to provide interpretation service(s)? Include procedures/resources to ensure timely provision of interpretation to parents.

<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>(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).</p>	
<p>(C) If a parent has an emergency and needs to contact the school.</p>	

PART C: TRAINING PARENT-FACING STAFF ON POLICIES AND PROCEDURE

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.

Staff who answer phones are trained to help families indicate the language they prefer or to consult our preferred language. If they are not able to provide it, someone at the school may or we will call translation services (geneva worldwide). Faculty are guided every year to the use of geneva worldwide to reach out to parents and also to make use of the talents of the faculty.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)
- Messaging phone applications
- Parent's Guide to Language Access
- NYC Public School Guidebook

PART E: MONITORING PROVISION OF LANGUAGE ASSISTANCE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive. This is separate from the end of year parent survey.	
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.	

