

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	19K013
School Name	P.S. 013 Roberto Clemente
Principal	Maxine Cameron

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Roberto Clemente School
District Borough Number (DBN):	19K013
Grades Served:	3K-5
School Address:	557 Pennsylvania Ave Brooklyn NY 11207
Phone Number:	718-498-3717
Fax:	N/A
School Contact Person:	Maxine Cameron
School Contact Person Email Address:	MCameron2@schools.nyc.gov
Principal:	Maxine Cameron

United Federation of Teachers (UFT) Chapter Leader:	Nellie Rosario
Parents' Association President:	Jolene McKee
SLT Chairperson:	Dena Pascall
Title I Parent Advisory Council Chairperson (PAC):	Stephanie Mitchell
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Chrishnah Mills

District Information

Geographic District:	19
Superintendent:	Dr. Tamra Collins
Superintendent's Office Address:	590 Sheffield Avenue, Brooklyn, NY 11207
Superintendent's Email Address:	tcollins@schools.nyc.com
Phone Number:	718-498-3717
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Maxine Cameron	Principal or Designee*		
Nellie Rosario	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jolene McKee	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Janet Santiago	District Council 37 (DC 37) Representative (staff), if applicable		
Stephanie Mitchell	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Dena Pascall-Oliver	Member/Director		
Lucian Black	Member/Recorder		
Allysha Grant	Member/Parent		
Isaac Johnson	Member/Parent		
Latoya Fable	Member/Parent		
	Member/		
	Member/		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>The Roberto Clemente School - Public School 13K is an elementary school in the East New York section of Brooklyn, New York that spans from grades 2K to 5. Our motto is "Raising the bar to excellence for all." Based on our vision statement, "The Roberto Clemente School community is committed to educate, prepare and equip all children with the necessary resources and skills to achieve excellence as academically proficient, emotionally intelligent students, caring citizens and life-long learners who are agents of change," we strive to collaborate in all areas to meet each student's needs, inclusive of their social, emotional, and academic well-being. We have recently been named a Community School. This is an exciting moment in our school's history. Because of this attainment, we will be able to partner with a plethora of organizations that will propel our school foci on the Arts, STEAM education, culturally responsive and sustaining education, and academic enrichment. In so doing, our students will be deeply engaged in enhancement of their theatrical skills, the scientific process, cultural competence, and trajectory as life-long learners. As a school community, students engage in avid use of text-based evidence, and divergent and convergent questioning to promote authentic and practical discussions. This practice will be the impetus to advance our students to become critical thinkers, effective communicators, problem solvers, and productive citizens prepared to compete in an ever-evolving global economy. Moreover, The Roberto Clemente School strengthens the school community through several special initiatives. The Roberto Clemente School maintains partnerships with Citigroup to engage our students in Read Aloud Days, SMILE Mobile Dentists, the Wellness Wednesday program for our school community, the Cloud 9 character education program to promote social and emotional well-being for all students, Student Government, annual Arts Festival, Movement 13 Dance Program, Teachers of Tomorrow, and Multicultural Day to promote equity and inclusion. This year we also implemented Virtual Career Day, Virtual Math & Reading After School Program, and the Virtual Tutoring Program to assist students in learning remotely, and we engage the students in multiple humanitarian efforts such as the non-perishable food collection for St. Vincent and the Grenadines. Additionally, students also participate in monthly grade-wide assemblies aligned with our content areas of study, field trips, safety assemblies, Field Days, Senior Hangout Day, and our Gardening Initiative to beautify the school environment. Pedagogues at the Roberto Clemente School are consistently engaged in professional learning opportunities to enhance practice in inquiry via action research, assessment, classroom management, questioning techniques, and Culturally Responsive Teaching, among other topics of focus. Our ultimate goal is to maximize students' learning by offering our teachers a plethora of professional development sessions to support their pedagogical practices.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Wit & Wisdom	
Mathematics	K-5	Eureka Math	
Phonics	K-2	Foundations	

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

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

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

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on

student outcomes.

- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
K-2 Teachers are in need of training in the area of foundational strategies that will address the learning loss that has taken place.	As per the ELA NWEA MAP (MOY) Data: 2022 Kindergarten: Level 1-5%, Level 2-19%, Level 3-21%, Level 4-56% Grade One: Level 1-38%, Level 2-22%, Level 3-4%, Level 4-36% Grade Two: Level 1-29%, Level 2-10%, Level 3-19%, Level 4-42%	Teacher's moderate comfort level in teaching foundational strategies using Foundations.
Teachers are in need of professional development that will focus on maximizing students engagement in English Language Arts lessons.	As per the Danielson Rubric, Engagement (3c) rating as of May 2022 revealed: 3%-Ineffective, 36%-Developing, 58% Effective, 3%-Highly Effective 2022	Teachers have demonstrated a need for support in cognitively engaging students.
The creation of differentiated groupings is necessary to provide students with targeted standard-based instruction.	As per the Danielson Rubric, Engagement (3c) rating as of May 2022 revealed: 3%-Ineffective, 36%-Developing, 58% Effective, 3%-Highly Effective 2022	Teachers have demonstrated a need for support in modifying learning tasks based on students' level of ability.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	44	By June, 2023, Elementary School ELA for All Students will Increase 10%, from 28% to 38%, as measured by the NWEA MAP Assessment .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2022			
NWEA MAP Assessment (ELA)	33%	28%	28%	31%	33%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/31/2023	Staff attends professional development for training in the ELA priority standards, inclusive of instructional strategies and assessment practices to assess students' mastery
09/13/2022	01/31/2023	School leaders provide staff with an overview of the priority standards aligned to Wit & Wisdom. Additionally, create pacing calendars were created in alignment with the priority standards.
09/15/2022	01/31/2023	The staff will administer the NWEA MAP Assessment and the Beginning of the Year ELA Assessment Benchmark #1. Further, the staff will analyze the data and determine next steps, including the creation of tiered groupings.
10/13/2022	01/31/2023	The school leaders will forge a partnership with FIRST BOOK to have a multiple read aloud sessions with the school community.
11/09/2022	01/31/2023	Ongoing professional development focused on unpacking the Next Generation Learning Standards.
12/07/2022	01/31/2023	Literacy workshops were provided for parents
01/03/2023	01/31/2023	Staff will administer and analyze the NWEA MAP Assessment, ELA Assessment and Fountas & Pinnell reading assessment. Furthermore, the staff will use the data and determine next steps.
01/03/2023	01/31/2023	Analyze the benchmark data to ensure the goal is met by the end of the school year.
09/12/2022	10/10/2022	Analyze the benchmark data to identify the baseline performance levels and create tiered groupings with targeted action plans.
10/17/2022	01/31/2023	The staff will provide targeted instruction during lunch time tutoring based on the BOY NWEA MAP assessment.
09/08/2022	01/31/2023	Implement and incorporate a writing curriculum to augment students' writing skills.
11/01/2022	01/31/2023	Offer after-school programming for students to develop literacy skills.
09/11/2022	01/31/2023	Provide Academic Intervention Services for students in need of support
09/08/2022	01/31/2023	Foundations and Wit & Wisdom training for new teachers
09/08/2022	01/31/2023	Embedding writing in all content areas
09/08/2022	01/31/2023	Incorporate D.E.A.R independent reading time

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/07/2023	06/27/2023	Staff will administer and analyze the NWEA MAP Assessment, ELA Benchmark Assessment #2 and Fountas & Pinnell reading assessment. Furthermore, the staff will use the data and determine next steps, including the creation of tiered groups.
02/07/2023	06/27/2023	Professional development will focus on differentiated small groupings and using assessment in instruction.
03/01/2023	06/27/2023	Facilitate weekly skill of the week lessons that focus on different literacy skills in Grades 2 through 5.
03/02/2023	07/04/2023	Ongoing professional development focused on unpacking the Next Generation Learning Standards.
04/04/2023	06/27/2023	Celebrate writing through publishing parties and presentation of published pieces.
03/14/2023	06/27/2023	Engage in monthly literacy walkthroughs.
04/25/2023	06/27/2023	Offer after-school programming for students to develop literacy skills.
06/01/2023	06/27/2023	Literacy workshops will be provided for parents.
03/01/2023	06/27/2023	Conduct a school-wide spelling bee
02/07/2023	06/27/2023	Provide academic intervention services to students in need of support
01/31/2023	06/27/2023	Incorporate D.E.A.R. independent reading time
01/31/2023	06/27/2023	Embedding writing in all content areas
02/01/2023	06/27/2023	The staff will analyze the Benchmark #3 Assessment and facilitate the creation of small groups.
09/06/2022	06/27/2023	Provide professional learning sessions on the focus: Using assessment in instruction
09/06/2022	06/27/2023	Teachers engage in cycles of collaborative planning during their grade planning sessions. Teachers will engage in lesson planning, inter-visitations, analyzing student work during the debrief sessions
09/16/2022	05/18/2022	Provide teachers with a period for teaching standards-based skills lessons utilizing the Ready ELA curriculum
09/15/2022	06/27/2023	Provide teachers with a period for teaching standards-based writing lessons utilizing the writing curriculum designed by staff
09/06/2022	06/27/2023	Incorporate Success Criteria (Focus of the 2021-2022 School Year) into the sessions for non-tenured teachers

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)
11/01/2022	06/27/2023	Read Aloud Days	First Book, Citigroup and staff
11/01/2022	06/27/2023	ELA Workshops	parents and staff
03/01/2023	06/27/2023	ENL Inclusive Workshops	parents and staff
11/01/2022	06/27/2023	Book Fairs	parents and staff
11/01/2022	06/27/2023	Workshop on digital access to books	parents and staff
11/01/2022	06/27/2023	Partnership with parents for literacy book club	parents and staff

Human Resources	Parents/teachers
Instructional Resources	NY Ready, Coach
Schedule Adjustments	Departmentalization
Other Resources Needed	capital, human resources

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Teachers are in need of targeted professional development focused on effectively using data to inform instruction.	27% proficiency (levels 3 and 4) on the Mathematics NWEA in January 2022 20% proficiency (levels 3 and 4) on the District Mathematics Assessment in February 2022 Based on learning walks, we have observed that teachers are not utilizing data to inform their mathematics instruction. 2022	Teachers are not utilizing mathematics data to inform and provide pointed instruction.
Teachers are in need of strategies/tools to augment students' engagement in cognitively challenging lessons where most of the pupils are intellectually engaged.	As per the Danielson Rubric, Engagement (3c) rating as of May 2021 revealed: 3%-Ineffective, 36%-Developing, 58%-Effective, 3%-Highly Effective 2022	Teacher's lesson plans showcase lessons that entail learning activities that are moderately challenging; hence, passive student engagement.
The creation of differentiated groupings is necessary to provide students with targeted standard-based mathematics instruction.	27% proficiency (level 3 and 4) on the Mathematics NWEA in January 2022 20% proficiency (level 3 and 4) on the District Mathematics Assessment in February 2022 Based on observations (informal and formal), it was evident that students' data were not being utilized to pointedly inform instruction. 2022	Teachers' planning and preparation frequently omit the integration of targeted small groupings.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	27	By June, 2023, Elementary School Math for All Students will increase 10%, from 19% to 29%, as measured by NWEA MAP Assessment.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2022			
NWEA MAP Math Assessment	24%	19%	19%	22%	24%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/31/2023	Provide Professional Development sessions focused on customizing lessons to meet students' needs, with an emphasis on infusing instructional strategies and assessment practices to assess students' mastery.
09/20/2022	01/31/2023	The staff will administer a Benchmark #1 Assessment to determine academic growth and areas of need
09/27/2022	01/31/2023	The staff will engage in grade-wide meetings to interpret and analyze Benchmark #1 math data
09/27/2022	01/31/2023	The staff will identify the Level 1 students to determine tier 3 intervention
09/27/2022	01/31/2023	Provide targeted Professional Development sessions that focus on instructional strategies which include small group instruction, differentiation, assessment practices, and intellectual engagement.
09/27/2022	01/31/2023	Develop a remediation plan to address the standards that students performed the lowest on based on Benchmark #1assessment.
10/25/2022	01/31/2023	The staff will implement remediation strategies for students by incorporating researched-based instructional strategies during math classes.
01/24/2022	01/31/2023	The staff will administer a Benchmark #2 Assessment to determine academic growth and areas of need
11/15/2022	11/30/2022	ILT will conduct a review of the data to ensure that the target goal is met by the end of the school year.
09/08/2022	01/31/2023	Provide Academic Intervention Services to students in need of support
01/01/2023	01/31/2023	ILT will conduct a mid-year review of the data to ensure that the target goal is met by the end of the school year.
09/08/2022	01/31/2023	Provide professional learning opportunities that are aligned to the Priority Focus and Eureka Math curriculum. - Use specific examples from the curriculum to highlight where the Priority Focus can be lifted. (ex: Using success criteria as a checklist during the Concept Development portion of the lesson to model and engage students in independent practice is aligned to the Assessment Criteria element of Component 3d.)
09/08/2022	01/31/2023	Utilize the Assessment Walkthrough Tool on instructional walks to identify teacher practice in alignment with the Priority Focus.
09/08/2022	01/31/2023	Provide teachers with opportunities to practice and rehearse their lesson, and receive feedback to implement prior to teaching it in their classroom. Provide in-the-moment coaching when visiting classrooms via the use of Post It notes, quick check-ins, and modeling strategies.
09/08/2022	01/31/2023	Engage teachers in cycles of Collaborative Lesson Planning during their Grade Planning/MENU period. - Lesson Planning - Inter-visitation - Debrief utilizing student work
09/08/2022	01/31/2023	Infuse previous year's focus on Success Criteria in non-tenured meeting sessions.
09/08/2022	01/31/2023	Provide teacher support utilizing the following strategies: -Observation -Real-time coaching -Lesson planning -Small group pull outs for students -Debrief -Data analysis
09/08/2022	01/31/2023	Provide 15-30 minutes of instructional time, focused on skills building within the mathematics instructional period, utilizing the Ready math curriculum.
09/08/2022	01/31/2023	Track exit tickets by Topic in the Eureka curriculum utilizing the DOE Grades application.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	The staff will analyze the Benchmark #2 Assessment and facilitate the creation of tiered groups.
02/07/2023	11/27/2023	The staff will meet to update instructional strategies created in the Fall, to increase student achievement in Math, based on Benchmark #2 results.
02/14/2023	06/27/2023	The staff will provide small group instruction for targeted standards (Math Inquiry) based on Benchmark #2 results.
02/14/2023	06/27/2023	The staff will embark in a math inquiry cycle to establish best practices and instructional strategies to augment math instruction and student achievement.
02/14/2023	06/27/2023	Provide ongoing Professional Development to explore best practices in the pedagogy of mathematics
05/09/2023	06/27/2023	The staff will administer and analyze Benchmark #3 Results.
05/16/2023	06/27/2023	The staff will analyze the Benchmark #3 Assessment and facilitate the creation of tier groups.
05/23/2023	06/27/2023	The staff will meet to update instructional strategies created in the Winter, to increase student achievement in Math, based on Benchmark #3 results.
06/13/2023	06/27/2023	The math team will utilize the year's data to determine next steps for the following school year
02/01/2023	06/27/2023	Provide Academic Intervention Services to students in need of support
02/01/2023	06/27/2023	Offer after-school programming for students to develop mathematics skills.
02/01/2023	05/31/2023	ILT will conduct a review of the data to ensure that the target goal is met by the end of the school year.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/27/2023	Math Game Night: 3 to 5 math stations with fun activities for families to play.	Teachers, Parents, and students
09/13/2022	06/27/2023	Math Fair: Students display their research based math experiments and projects for families to view and explore.	Teachers, parents, and students
03/07/2023	03/11/2023	100th Day of School	Teachers, parents, students
03/14/2023	03/18/2023	Pi Day	Teachers, Parents, Students
10/01/2022	06/27/2023	Read aloud day focused on Mathematics	staff, partners
10/01/2022	12/15/2022	Curriculum Night: Expose parents to the Eureka Math Curriculum	staff, parents

Human Resources	Parents and Teachers
Instructional Resources	Brain Pop, Math Manipulative, Near Pod, Didax
Schedule Adjustments	Departmentalization
Other Resources Needed	Capital and Human Resources

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students in need of Social Emotional interventions to address crisis and trauma.	Based on the Stress Test Survey 2022, 80% of our students experience moderate stress.	Due to the societal pandemic, many students were forced to learn remotely.
Students in need of targeted support to address delayed academic growth.	Based on the Family School Experience Survey 2022, 58% of families responded favorably to the question: How concerned are you about your child's academic growth?	Due to hybrid learning during the pandemic students engagement in learning activities significantly decreased
Students in need of interaction with teachers and peers to address diminished socialization.	Based on the Family School Experience Survey 2022, 67% of families responded favorably to the question: How concerned are you about your child's opportunities to socialize with their peers?	Due to the CDC guidelines regarding social distancing, students were unable to engage in active interactions via play and team building activities.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	83	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 61% to 71%, as measured by positive NYC School Survey responses, resulting in improved favorable responses regarding students harassing, intimidating, or bullying other students.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2022			
New York City Environment Survey	71%	61%	61%	66%	71%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Monthly safety assembly Different facilitators focus on different topics in monthly town hall assemblies. Analyze data that has been collected from the OORS management system on a monthly basis.
09/08/2022	01/31/2023	Wellness Wednesdays Different facilitators focus on different topics in monthly town hall assemblies. Analyze data form DESSA, walkthroughs, feedback, etc.
09/08/2022	01/31/2023	Daily community building Morning meeting Utilize the Cloud 9 character education program, Sanford Harmony, and mindfulness activities to start students' day.
10/03/2022	01/31/2023	Conflict Resolution After School Program After-school workshops/counseling sessions for recidivist students based on observation and teacher recommendation. Once per week
09/08/2022	01/31/2023	Expand MBK/GEM initiatives to grade-wide Mentorship meetings for Grades 4 and 5 mentees with the MBK/GEMS mentors. Weekly for Grade 5 and biweekly for Grade 4.
10/03/2022	01/31/2023	Parent workshops on children's social skills
10/03/2022	01/31/2023	Staff-student mentor program
11/14/2022	01/31/2023	Student government (anti-bullying coalition)
10/24/2022	10/31/2022	Spirit week
10/03/2022	01/31/2023	At-risk counseling School psychologist provides preventative support and counseling to students who are identified as being at-risk of needing additional supports/services. Once per week
10/03/2022	01/31/2023	Lunch-time mindfulness Select students in Grades 1-5 will meet with the Community Coordinator to engage in mindfulness practices in the mindfulness room. Daily

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Families will be invited to Awards Ceremony, Grade Wide Assemble, etc.
04/03/2023	06/27/2023	Families will be engaged in monthly homeschool connection events, monthly news letters, principal and teachers' monthly news letter, etc.
06/01/2023	06/27/2023	Families will be invited to utilize the school's app, School Messenger and engage in Award Ceremony, Graduation Ceremony, etc.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/27/2023	Meet the Staff Night, Wednesdays, Career Day, SEL, MBK, GEMs, Warm Operations, Smile, ICL.	Partnership was established with members of our Community to support our school family in areas of Social and Emotional Development.
09/13/2022	06/27/2023	Wellness Wednesdays for families, monthly	Partnership was established with members of our Community to support our school family in areas of Social and Emotional Development.

Human Resources	staff, parents
Instructional Resources	Sandford Harmony, Cloud 9
Schedule Adjustments	N/A
Other Resources Needed	human capital

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Teachers in need of accountability systems to address recidivists' attendance concerns (STH subgroup)	As per the Insight Data for May 2022: 39% of the students are chronically absent 83% is the Year To Date Average Attendance for the STH subgroup 57% of the students in the STH subgroup are at risk of being chronically absent	Covid 19 Societal Pandemic
Stakeholders in need of well defined systems to address recidivists/attendance concerns (Grades K-2)	As per the Insight Data for May 2021: 81% is the Year To Date Average Attendance for the students in Grades K, 1, 2	Covid 19 Societal Pandemic
	As per the Insight Data for May 2022: 88% is the Year To Date Average Attendance for the Students With Disabilities	Covid 19 Societal Pandemic

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	39	By June, 2023, Chronic Absenteeism for All Students will Decrease 5%, from 31% to 26%, as measured by the Chronic Absenteeism Rate per the DOE Insight Tool.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
DOE Insight Tool	26%	31%	0%	13%	26%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/31/2023	School leaders will facilitate Town Hall meeting to communicate the importance of students' attendance.
09/13/2022	01/31/2023	Overt celebration of students with perfect attendance - monthly. Attendance race - tech period, donut party, game period, etc.; Perfect Attendance awards
09/13/2022	01/31/2023	The school leaders will share the school's attendance policy with all stakeholders.
09/13/2022	01/31/2023	The attendance team members collaborated to generate a plan to identify and locate all 'No Show' students.
09/13/2022	01/31/2023	Monitoring Insight and analyzing ATS reports. Attendance Audit - identify trends and patterns; Attendance Team deciphers tiers; deep dive of the working class lists.
09/13/2022	01/31/2023	Team members will make contact with caregivers on a daily basis for absentee students.
09/13/2022	01/31/2023	The Attendance Team will meet regularly on a weekly basis to analyze attendance data, action plan, and address the data.
10/17/2022	01/31/2023	Have ongoing 100% Attendance Day events.
10/17/2022	01/31/2023	Incentivize good attendance for parents (parent certificates).
09/12/2022	01/31/2023	Weekly attendance race.
11/28/2022	01/31/2023	Attendance Trip/Atten-Dance.
10/03/2022	01/31/2023	Assign success mentors to recidivist students.
09/08/2022	01/31/2023	Attendance plan The protocol in place to capture and monitor attendance Assign point people to own each piece of the protocol

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	The attendance team will conduct its weekly meetings and cover the following topics: Analyze the impact of school-wide attendance strategies thus far and to identify if other strategies should be considered.
03/01/2023	06/27/2023	The attendance team will continue to meet weekly. The information that is discussed will be shared with the staff.
05/23/2023	06/27/2023	The attendance team will work to identify a series of strategies to encourage and promote attendance in June
06/01/2023	06/27/2023	The attendance team will examine the success of its June initiatives to determine if additional strategies are warranted for the remaining two weeks of the school.

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)
11/01/2022	06/27/2023	Attendance Awards/Rewards	parents and teachers
01/31/2023	06/27/2023	Attendance Awards/Rewards	parents and teachers
03/01/2023	06/27/2023	Attendance Awards/Rewards	parents and teachers
05/15/2023	06/27/2023	Attendance Awards/Rewards	parents and teachers
05/17/2023	06/27/2023	Attendance Celebration	parents and teachers

Human Resources	staff parents
Instructional Resources	Attendance Works
Schedule Adjustments	N/A
Other Resources Needed	human capital

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Special Education teachers need more targeted professional learning that focus on using data to drive instruction	Based on the NWEA Map Assessment in January 2022, Students with Disabilities (SWD) show 28% proficiency levels (3&4) on the mathematics assessment and 36% proficiency levels (3&4) on the ELA assessment.	Teachers have not been effectively using specially designed instruction to promote students access to the general education curriculum.
Teachers need professional learning on how to infuse the students academic IEP goals across all content areas	Based on IEP Review of SY 2021 - 2022, 80% were deemed high quality alignment of PLOP and Goals	More than 50% of special education teachers have less than five years of teaching experience.
Students with disabilities are in need of instruction that is delivered and tailored to their individual learning style in addition to differentiation of instruction that will allow them to access the general education curriculum.	Based on the NWEA Map Assessment in January 2022, Students with Disabilities (SWD) show 28% proficiency levels (3&4) on the mathematics assessment and 36% proficiency levels (3&4) on the ELA assessment.	Insufficient modification of instruction that provides opportunities for the different modalities of learning.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
all Students with Disabilities	80	By June, 2023, to strengthen the quality and implementation of IEPs for all Students with Disabilities, we will improve the alignment of the PLOP to the goals by an increase of 5%, from 95% to 100%, as measured by the IEP Review.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
IEP Review	100%	95%	95%	98%	100%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/21/2022	06/27/2023	Develop appropriately rigorous standards for annual goals that are aligned to the PLOP	An audit is conducted
09/21/2022	06/27/2023	Ensure that program and service recommendation provide access to the least restrictive settings.	SSST Meetings Monitor the progress of ongoing IEP evaluations and re-evaluations. Provide feedback concerning pertinent students during weekly team meetings.
09/21/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Co-creating IEP Coordinator working alongside mentees and TIN to improve the quality of IEPs. Utilizing students' annual, tri-annual, and reevaluation goals to co-create IEPs.
09/21/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Progress Reports are generated.
09/21/2022	06/27/2023	Ensure that transition planning is reflective of student needs - age 12 and older	Transition section of IEPs
09/21/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Excel Spreadsheet to ensure accountability
09/21/2022	06/27/2023	Monitor referrals to Special Education to ensure only appropriate referrals are approved.	Monitor Rtl data for assessment needs
09/08/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Coaching Identifying staff members in need of assistance with creating quality IEPs. Providing conferencing and feedback sessions with particular staff members.
09/08/2022	06/27/2023		Mentoring Mentees engage in IEP-aligned activities as part of their mentoring support. Each mentee is assigned a mentor to meet with monthly.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/27/2023	Parent Workshops for supporting student with SEL	parents, teachers
09/13/2022	06/27/2023	Parent Workshop for collaborating with teachers to increase student achievement	parents, teachers

Human Resources	Parents and teachers
Instructional Resources	Brain Pop, iReady, Foundations
Schedule Adjustments	Departmentalized
Other Resources Needed	Capital and Human Resources

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	Performance below grade level in literacy and/or mathematics	SPIRE	small group	During the school day	No
Tier 2	K-2 students reading below grade level	Tutoring	small group	During the school day	Yes
Tier 2	3-5 students who need to have their reading and mathematics skills strengthened	Afterschool Program	small group	After school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 1	To address the social and emotional needs for all students	Cloud 9 Character Education Program	group	During school	yes
Tier 1	To address the social and emotional needs for all students	Wellness Wednesdays	group	During and after school	no
Tier 1	To address the social and emotional needs for all students	Sandford Harmony SEL	group/individual	During school	no
Tier 2	To address the social and emotional needs for all students	SEL Plan	whole class/small group	During school	combination
Tier 1	To address the social and emotional needs for all students	Parent Workshop	whole school	After school	combination
Tier 1	To address the social and emotional needs for all students	Staff Workshop	whole school	during school	combination
Tier 2	To address the social and emotional needs for all students	Conflict Resolution	group	during and after school	no
Tier 1	To address the social and emotional needs for all students	Safety Assembly	whole school	during school	no

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>There are currently 49 Students in Temporary Housing</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Throughout the school year we often provide uniforms for our children assisting in no child left behind in regards to our school uniform policy. Along with uniforms we provide book bags filled with school supplies and toiletries. We have been able to host and participate in annual holiday food, sock, coat and pajamas drives. We also host Family Fun Nights. Our school hosts special giveaways during holidays and special points in the year. Students engage in an end-of-year trip. Families engage in the annual district-wide Family Fun Day. Students have other opportunities to engage in services that provide optimal levels of care and wellness, such as, barber visits to school, vision examinations, dental screenings, etc.</p>
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	
<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	
<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	

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

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. 19k013, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

The Roberto Clemente - School P. S. 13 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; - sharing the attendance policy - communicating with families about DOE policies - Breakfast with the Principal

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program - include caregivers in 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; • engage caregivers in 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 to contribute to the quality of the school • maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families - The Parent Coordinator will ensure facilitation of 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 caregivers' participation in activities throughout the school year; • host the required Annual Title I Parent Meeting • host Family Fridays where families can come in and learn alongside their children • translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

The Roberto Clemente School - P. S. 13, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curricula 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 curricula aligned to the State Learning Standards; • offer high quality instruction in all content areas; • providing instruction by qualified teachers

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by: • hosting meet the teacher night - hosting dads take your child to school day - conducting parent-teacher conferences each semester • convening an Annual Title I Parent Meeting - facilitating varying types of parent workshops • involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact; • provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; • ensure that the attendance policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by: • ensuring that staff will have access to interpretation services in order to effectively communicate with limited English-speaking parents; • notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; • arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities (if at all possible, contingent on pandemic protocols); • generating activities for home-school connection during the school year

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; - share pertinent information and updates via various modalities such as social media and the distribution of flyers - workshops on special education and ENL

II. Parent/Guardian Responsibilities

Parents should: - ensure that their children have less than 18 days of absences, so they are not classified as chronically absent • monitor child's attendance and ensure that child arrives to school on time as well as follow the appropriate procedures to inform the school when child is absent; • remain advocates for their children by maintaining contact with teachers and ensuring timely completion of homework; • ensure children read daily • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage child to follow school rules and regulations; • volunteer in child's school or assist from home as time permits; • participate, as appropriate, in the decisions relating to child's education; • communicate with child's teacher about educational needs and stay informed about their education by promptly 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 child;

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	19
Borough:	Brooklyn
School Number:	013

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	Maxine Cameron
Assistant Principal	Howard Thomas
Coach	N/A
Coach	N/A
English as a New Language (ENL)/Bilingual Teacher	Steluta Venice
School Counselor	Oneeka Peters
Teacher/Subject Area	Yacely Melo/Literacy Coach/Bilingual License
Teacher/Subject Area	Jessica Brown/5th Grade Teacher/ENL License
Parent	Ms. Blanca
Parent Coordinator	Esteena Turner
Related-Service Provider	Brooklyn North Office

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	342
Total number of current ELLs at your school:	24
Total percentage (%) of current ELLs at your school:	7.02%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	0.88%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>As per CR Part 154, ELLs at the entering and emerging levels of proficiency are pulled from their classes 4 periods per week (for a total of 180 minutes) to receive stand-alone ENL instruction from a certified ENL teacher in a separate location. ELLs from two contiguous grades travel together (K & 1st, 2nd & 3rd, 4th & 5th).</p>
<p>Integrated English as New Language (ENL)</p>	<p>At P.S. 13 all ELLs are scheduled to receive a minimum of 180 minutes per week of integrated ENL instruction during the Wit & Wisdom block. The ENL teacher co-teaches four periods per week for a total of 180 minutes of integrated instruction per grade level. For example, Ms. Venice co-teaches Wit & Wisdom in the 1st Grade class where all the first-grade ELLs were placed, 4 times per week. As a co-teacher during those periods, the ENL teacher services all the ELLs in the classroom, from entering to commanding. Given that all ELLs and former ELLs are placed in the same classroom and receive 180 minutes of integrated ENL instruction per week, alternative pathways for former ELLs are not scheduled.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>As per CR Part 154 -2, P.S.13's Freestanding ENL Program provides its ELL population with both integrated and stand-alone ENL instruction. Students are scheduled to meet the ENL minute count based on their proficiency level. According to the schedule of minutes, our entering and emerging ELLs are scheduled to receive 180 minutes of stand-alone ENL instruction per week (four 45-minute periods). Students from two contiguous grades travel with the ENL teacher to a separate location for this instructional time (K & 1st, 2nd & 3rd, 4th & 5th). Entering, emerging, transitioning, and expanding ELLs are scheduled to receive 180 minutes of integrated ENL instruction during the Wit & Wisdom instructional time each week. Our ENL teacher travels to different classrooms and co-teaches with the classroom teacher. Commanding/ former ELLs are scheduled to receive a minimum of 90 minutes of integrated ENL instruction during the Wit & Wisdom block. Given that these former ELLs are placed in the same room as the current ELLs, they usually receive 180 minutes of integrated ENL instruction per week during the Wit & Wisdom instructional time.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<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>Newcomers (12 students) make up 3.5% of the entire school population, and 50% of the entire ELL population. Five newcomers are enrolled in grades K - 1. Three of them never attended school outside of the United States. Therefore, this is their first school experience beyond daycare. One moved up from attending Pre-K in our school, and one came from North Carolina. Seven newcomers are enrolled in grades 3 - 5. Three of them were enrolled in our school at the end of SY 2021-2022, and four of them were enrolled in September. The ENL teacher and the classroom teachers will use their informal observations to assess the academic and social needs of the newcomer ELLs. Classroom teachers will designate weekly buddies, preferably students who speak the newcomers' home language, to assist these students during their first months in school. A culturally responsive learning environment with designated hand signals for various needs will be established and reinforced throughout the year to assist ELLs in communicating their needs during the non-verbal stage of language development. Newcomer ELLs in Grades K-1 have Foundations embedded in their curriculum. Therefore, they will practice and learn the English alphabet letters and sounds on a daily basis together with the native speakers. Additionally, they learn the numbers, the shapes, the seasons, community jobs, and many other age-appropriate academic concepts as part of their Mathematics or Social Studies curriculum. Newcomer ELLs in Grades 3-5 will receive help with basic concepts of English phonics, as well as basic vocabulary words as per individual needs. Teachers will use educational websites to accelerate these students' assimilation of the English alphabet and enable them to develop phonemic awareness. Additionally, teachers allow Newcomers who are literate in their home language to complete writing assignments in their native language and use a translation program or ask a bilingual teacher/paraprofessional/school aid to translate their work into English. Teachers will focus on students' strengths and build background knowledge to enable students to participate during lessons. They will provide various scaffolds that enable Newcomers to stay engaged and complete grade-level assignments. Currently, there are no SIFE ELLs enrolled at P.S. 13. In case any SIFE students will be enrolled in the future, the school has an educational and instructional plan to address their needs. Students will receive a variety of academic intervention services. The ESL teacher will create an individualized student needs assessment plan in collaboration with the AIS Team to focus on Literacy and Math skills. Students will be provided with the corresponding English language proficiency materials to help him/her succeed in the classroom. Additionally, the Parent Coordinator, the Guidance counselor and ICL (Institute for Community Living, a school-based community organization) will help the student and his/her parent with this transition back into a formal school setting.</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>Long-term ELLs are regularly defined as ELLs who are not progressing after having spent 6 years in a U.S. school. Since P.S. 13 is an elementary school, our ELLs have not yet received that denomination. However, Ms. Venice and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ENL services. For SY 2022 - 2023, we have five ELLs in this category. The group will scrutinize the results of the NYSESLAT, ELA, and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts, and skills that have not been grasped. Instruction and assignments in English will focus on the action plan. Students will be re-evaluated every six weeks to track progress in the focus areas. Additionally, our ENL teacher, Ms. Venice employs ENL methodologies during stand-alone and integrated instructional time that target academic vocabulary acquisition and writing skills enhancement. Strategies may include the use of word maps, word definitions, word banks, language starters and frames, explicit teaching of language structures and grammatical functions, transitional words, domain-specific vocabulary words, writing templates for various types of writing, as well as one-on-one instruction that addresses individual academic needs.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Currently, there are 3 former ELLs at P.S. 13. They make up 0.88% of the entire student population. Two former ELLs are in 3rd grade, and one is in 2nd grade. They tested Commanding on the Spring 2022 NYSESLAT. The plan for continuing support for students who have attained proficiency according to their NYSESLAT scores is to continue to provide them with a minimum of 90 minutes/week of integrated ENL instruction during ELA lessons. Our former ELLs receive small group instruction that is tailored to their individual needs. For the most part, instruction is focused on developing students' writing skills, enhancing their academic vocabulary base, and developing their critical thinking skills through in-depth analysis and discussions. Students are encouraged to use precise language, descriptive words, tier 2 and 3 vocabulary words, and cite evidence that supports their answers. Focus is also placed on transition words that help students better organize their responses, as well as on grammar and punctuation.</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>The results of the 2022 NYSESLAT show that most of our ELLs are performing well in Listening. Some of our ELLs are also doing well in Speaking and Reading, but many struggle with Writing. This is particularly the case for ELLs in grades K - 2 who are struggling to make the connection between letters, sounds, and writing words. The Reading portion of the NYSESLAT is above most first graders' reading level. Many ELLs in grades K - 2 also do not yet have the stamina to remain focused for the duration of an entire NYSESLAT session. Newcomers received the lowest scores in all modalities. Five of our long-term ELLs, currently in grades 4 and 5, received a total score between 60 - 69, which shows that they are very close to testing out. Their lowest score was in either reading or writing. Additionally, three of the currently enrolled ELLs tested out, together with five other ELLs who have either graduated or have been discharged for various reasons.</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>Given that P.S. 13 is an elementary school, only three grades participate in state assessments. The majority of our ELLs in testing grades in SY 2021-2022 were in Grade 5. Data from the 2022 NYSESLAT and state assessments was very encouraging for many expanding ELLs and former ELLs in this grade. Six students received a score of 4 in both the ELA and Math state assessments. Three of these students also tested commanding on the NYSESLAT. There is limited data for ELLs in grades 3 & 4. Considering students' results from in-house assessments and benchmarks, it is clear that ELLs performing at a high level on the NYSESLAT (expanding or commanding), perform at a high level on all assessments, sometimes receiving higher scores than high performing native speakers. At the same time, entering, emerging, and sometimes transitioning ELLs are not performing at grade level on assessments. Limited English proficiency and limited overall literacy skills are the main factors for low performance.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Our at-risk ELLs perform below grade level in the core subjects. However, chronic absenteeism is not the cause in most cases. This is a positive aspect, which gives us hope for closing the learning gap during SY 2022- 2023. Limited English language proficiency coupled with limited overall literacy skills is at the root of low academic performance. For academic year 2022 - 2023, there are 5 ELLs in this category, 3 in general education classes and 2 in a special education setting. This number does not include the newcomers. Generally, the at-risk ELLs in our school are the ELLs who take longer to adjust to the school environment, communicate exclusively in a language other than English at home, do not complete homework assignments, and do not attend after school enrichment programs. We continue to support these students with RTI services, one-on-one conferencing, and by making parental outreach to encourage participation in after school enrichment programs.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The two main languages that are represented in our school are Spanish and Arabic. We have 16 Spanish speakers and 20 Arabic speakers among our ELLs and former ELLs. Our school is fortunate to have several Spanish bilingual teachers among our staff who are able to code switch during lessons to provide translations and one-on-one help, especially for newcomer ELLs. Additionally, several school aids and office staff members are also Spanish bilinguals. They provide interpretation services for parents who visit our school or make home calls to communicate pertinent matters to Spanish speaking families. The school relies on the Department of Education over-the-phone translation and interpretation services to communicate with Arabic speaking families. We also employ the services of our bilingual Arabic parents, especially during Teacher Parent Conferences and school-wide events. Monolingual teachers, particularly teachers of ELL students in grades 3 – 5, encourage ELLs to use translation programs, apps, and bilingual dictionaries whenever they need support with English content. Newcomers who are literate in their native language are encouraged to complete assignments in their first language and use translation programs to translate their work into English. Our ENL teacher, Ms. Venice speaks French, Romanian, and Spanish. She uses her knowledge of world languages to support her ELL students and their families in every way possible. She makes sure to affirm the importance and value of bilingualism and biliteracy in students' educational and financial futures.</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>Most of our Spanish speakers come from the Dominican Republic and Puerto Rico, and all of our Arabic speakers come from Yemen. Our school has always prided itself in welcoming and accepting students of diverse backgrounds. They are a source of cultural enrichment and a great example of resilience and achievement despite many obstacles and hardships. In order to service their unique needs, our school places great importance on Culturally Responsive and Sustaining Education. The administrative team together with members of the Instructional Leadership Team have presented several professional development sessions on the topic of CR-SE to familiarize teachers with various ways of implementing it in their classroom curriculum and practice. Across several Monday PD sessions, our staff studied the book by Gholdy Muhammad, "Cultivating Genius" and discussed ways in which they can adapt the Historically Responsive Literacy Framework with activities that highlight the pursuit of identity, skills, intellect, and criticality. Classroom teachers are encouraged to create a welcoming classroom environment with displays from their students' cultural backgrounds and group discussions to share individual experiences. Additionally, we strive to build a culturally diverse library that highlights identities, cultures, and achievements from around the world.</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>The 2022 NYSESLAT data shows that ELLs with IEPs perform lower than general education ELLs. Currently, there are 4 ELLs with an IEP enrolled at P.S. 13. For SY 2021-2022, 3 of the ELLs with an IEP were enrolled in Kindergarten. Their NYSESLAT results show that entering students remained at the same level, and the transitioning student went down to emerging. Their overall literacy skills are way below grade level. Limited English proficiency is not the main cause for low performance since students in Kindergarten learn foundational skills in both literacy and math as part of their daily curriculum. Various service providers are providing the services required by students' IEPs and addressing individual needs. The 5th grade ELL with an IEP has been testing Expanding on NYSESLAT for the past 2 years. His scores show that he is very close to testing out. Small group instruction will target explicit teaching and use of academic vocabulary and domain specific words to enhance grade level comprehension and writing skills. Currently, there are no SIFE ELLs enrolled at P.S. 13.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>P.S. 13's Instructional Leadership Team meets biweekly to address pertinent matters regarding instruction and to analyze student data for the general student population and the different subgroups we service in our school. English language learners make up one of such subgroups. The ILT addresses issues that pertain specifically to their unique needs. Since September 2019, our school has adopted instructional curricula - Wit & Wisdom, Eureka, Amplify Science, and Passport to Social Studies - that have ENL scaffolds embedded in everyday lessons. These scaffolds enable classroom teachers to find ways to support their ELLs' content learning and encourage them to take part in classroom discussions. Furthermore, Ms. Venice, our ENL teacher co-plans and co-teachers with classroom teachers to modify and/or add scaffolds per individual student needs.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Our ENL teacher and general education teachers have been participating in Professional Development Workshops with the Brooklyn North NYC DOE Borough Office Staff where they are learning strategies to scaffold their units of study for the ELL population. All of the units of study are aligned with the Next Generation Learning Standards. Our classroom and ENL teachers use a balanced literacy approach that follows the Wit & Wisdom Curriculum for all ELA instruction and the Eureka Curriculum for Math instruction. Our ENL teacher collaborates with subject-area teachers to include ENL strategies in their science and social studies lessons. Contextual support is important and comes through peer interaction, visual aids, sentence starters, thinking maps, charts, graphic organizers, translations, and manipulatives. Academic language development is also planned within each lesson to ensure student exposure to academic language structures and vocabulary. Moreover, ENL methodologies, such as repetition, translation, visuals, or building background knowledge on specific topics are used to foster the achievement of these academic language goals. During stand-alone classes, Ms. Venice designs literacy lessons based on her students' needs in the content areas. P.S. 13 services its ELL population via an ENL program. Instruction is entirely delivered in English. However, students' home language is being employed in instruction whenever possible or necessary either by a bilingual teacher or paraprofessional, or through translated material and bilingual resources. All ELLs participate in grade level courses and are taking grade level assessments based on the Next Generation Learning Standards.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>In order to provide access to academic content areas and accelerate English language development, our teachers of MLs/ELLs use a variety of scaffolds, differentiated materials, and technological platforms. All lessons include a clear language objective that targets at least two modalities of language development, speaking and writing being the most targeted. Teachers also employ an array of scaffolds, such as building background knowledge, providing sentence starters/frames, explicit vocabulary teaching, translations in students' home language, graphic organizers, word banks, videos, images, manipulatives or realia, read alouds using body language and facial expressions to aid with comprehension, addressing misconceptions, providing model work and clear expectations, a checklist and/or success criteria, as well as small group instruction and one-on-one support. All teachers deliver lessons on Smart Board with a PowerPoint presentation and integrate technology to engage students in daily instruction using a variety of platforms, such as Flipgrid, Padlet, Pear Deck, Nearpod, or Kahoot. Students use school provided devices, either a laptop or an iPad, to conduct research, look up vocabulary words, translate material, watch videos in their native language, read bilingual books, or listen to read alouds. Teachers use scaffolds and modifications as per individualized educational plans for MLs/ELLs that have such accommodations.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ELL-SWD students are pulled out with the other ENL students who are on the same grade and on the same proficiency level. Currently, we have three ELL-SWDs students. Both the ENL teacher and the classroom teachers adhere to these students' IEP goals. Since classroom, special education, and ENL teachers collaborate to design lessons, ELL-SWDs are provided with additional modifications specific to their IEPs and identified needs. Meanwhile, our ENL, special education, and general education teachers meet regularly to discuss and implement ENL strategies to accelerate students' English language acquisition. Our ENL teacher also takes part in IEP meetings in order to have a thorough understanding of the needs of ELL-SWDs.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>One pattern that is revealed by the NYSITELL each year is that new arrivals score at the entering level in all modalities. As the year progresses, the data shows that the students improve in the speaking and listening modalities. NYSESLAT 2021, indicates that out of 34 students tested 29 improved. Students made progress in English Language Acquisition and 5 students attained proficiency on the NYSESLAT two of which attained proficiency in Spring 2021 by scoring commanding on the NYSESLAT and two by scoring Expanding on the NYSESLAT and receiving a score of 3 on the ELA State test. The ENL Team meets weekly to analyze data from different reports and to ensure that all ELLs' information is current and updated in ATS and STARS. Decisions are being made about Title III budgets, programs that can be implemented, and students' academic and social-emotional progress. The Instructional Leadership Team also meets once a week and addresses issues pertaining to subgroups, such as ELLs, SWDs, and AIS groups.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Our school provides Academic Intervention Services which include Math, Reading, and Technology. For instance, Eureka Math is used to support student learning and increase student outcomes. Also, we have implemented Wit & Wisdom units of study which are aligned with the CCLS, and students are exposed to a range of non-fictional reading and writing in the content areas (Science and Social Studies). Most of our ENL students with IEPs are in an Integrated Co-Teaching classroom with two classroom teachers. Tier I ELA interventions are monitored by classroom teachers. Teachers provide them with small group support and various materials such as Read Works, I-Ready, Flocabulary, and more. Tier II ELA intervention is provided by academic intervention teacher Ms. Edwards. AIS students are pulled out in small groups or individually for 20-30 minutes a day to work on their fluency, decoding and coding, and comprehension skills. For ELLs with IEPs, Tier III intervention is provided by special education teachers in small pull-out groups. In collaboration with the DOE Speech Office, the Foundations phonics program is implemented by the Speech Therapist with all first-grade classes to develop students' foundational phonetic skills. Read Aloud is implemented through the utilization of paraprofessionals to support reading for certain students identified by teachers. Teachers will incorporate technology during lessons to allow for better-differentiated assignments. Response to Intervention is offered to students by utilizing the instructional coaches, RTI instructor, and IEP Coordinator using the Common Core curriculum from the EngageNY website during the school day.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>At P.S. 13 we have an RTI Team and our members are Mrs. Cameron (Principal), Ms. McBean (AIS), Mr. Steven Surujbali (Special Education Assistant Principal), Ms. B. Williams and Ms. Grable (Speech Teachers), Ms. Chateau (SETTS Teacher), Ms. Morales (School Psychologist), Mr. Howard Thomas (Assistant Principal), Ms. Venice (ENL Teacher). This RTI team was formed to conduct a comprehensive needs assessment for the ELLs and the SPEDs based on the results from Periodic Assessments. After analyzing the data gathered from the performance tests, periodic assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RTI screening to assess whether their literacy skills and competencies are meeting grade-level benchmarks. For ELLs who are at risk, our ENL, classroom, and subject teachers will collaborate to design instruction that strengthens students' skills to develop higher English language proficiency. Differentiated materials are used to meet the needs of these ELLs, and they are tools we use to assess their progress. In addition, some ELLs will receive AIS services (in literacy and/or mathematics) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate no adequate progress in targeted skills and competencies, we will refer them to our special education team.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>To assess our ELLs' early literacy skills in Kindergarten through fifth grade, we use Fountas and Pinnell running records, as well as pre and post-Wit & Wisdom assessments for all grades, 4th-grade Amplify Science assessments, and NYSITELL and NYSESLAT to determine students' English language proficiency level. The NYSITELL raw scores provide teachers with a basic understanding of our new ELLs' reading, writing, speaking, and listening skills, which informs their instructional planning. Throughout the academic year, teachers assess students' reading levels using the Fountas and Pinnell program. We administer running records 4 times in a school year to measure students' early literacy levels. In grades 3 - 5, we also administer the ELL Periodic Assessment. These assessment tools test a variety of skills, such as decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency, and writing ability. We use this data to analyze weaknesses in the skill area tested and define our learning targets and short-term goals. Every spring, our ELLs take the NYSESLAT, which measures their progress in learning English as an additional language. The above data informs ENL instructional planning throughout the school year.</p>

<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The English Language Learners at P.S. 13 are enrolled in a Freestanding ENL Program. Therefore, they are being evaluated in English for the most part. No instruction occurs in the children's native language. However, translanguaging is used throughout the day in instruction and interaction between teachers and students, and between students. Moreover, students have the opportunity to show understanding of the content in multiple ways. Bilingual teachers use students' home language to ask questions, and students have multiple ways to show understanding, such as pointing, categorizing or classifying, drawing and labeling, creating graphic novels, or recording videos on Flipgrid. Biliterate students are encouraged to write short responses or essays in their home language. These are being evaluated with the help of a bilingual staff member. During Remote Learning, students are encouraged to type responses in their home language and use translation services from either Google or Microsoft to translate their work into English before submitting it. Even though our school does not have a bilingual program at the moment, we encourage students to use their home language and background knowledge to navigate through new content. Our ENL teacher uses every opportunity to teach students to transfer their literacy skills from their home language into learning English by focusing on cognates, sentence structures, word order, and figurative language.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Our school uses initial NYSITEL scores to identify the needs of new students. Students will be placed in classrooms with other ELL students to help them gain confidence in their ability to communicate in English in formal and informal settings. ENL students will receive services from our ENL teacher through a stand-alone and integrated model. The success of the ELL program is evaluated based on the academic and social success of the English Language Learners. Our school administers three in-house benchmark assessments and three district-wide benchmark assessments throughout the school year. In addition, classroom teachers administer Wit & Wisdom and Eureka end-of-the-unit assessments periodically. In Grades K – 2, Foundations assessments are also being administered periodically.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>At P.S 13, the NYSESLAT is scheduled and administered by the testing Team. The Testing Team members are Ms. Venice, our ENL Teacher, Ms. Edwards, our SETSS teacher, Ms. Brown., special education teacher and ENL licensed, and Ms. Marsh, a second-grade teacher. All of the Testing Team members are required to attend NYSESLAT training sessions provided by the Brooklyn North Office. Ms. Venice orders all the NYSESLAT materials and prints out the answer documents from ATS. Ms. Brown is in charge of administering the Speaking part of the NYSESLAT. She tests and scores each student individually. Ms. Edwards and Ms. Marsh proctor the Listening, Reading, and Writing sessions. We usually schedule the testing over the span of two weeks within the testing window. We test Grades 1&2 in the morning and Grade 5 in the afternoon during Week 1. We test Kindergarten and Grades 3&4 during Week 2. The rest of the days in the testing window are used for make-ups. Ms. Brown, Ms. Edwards, and Ms. Marsh score the writing part of the test. They add the scores on students' answer documents and transfer the answer for grades K - 2 on the answer documents. They complete this work after school hours. They receive per session for their time. Ms. Venice scans all the answer documents in ATS and returns all the remaining NYSESLAT materials back to Metrotech.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Many of the research-based and standards-based instructional methods for English Language Learners are also helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content and accelerate English language development. The school's literacy curriculum, Wit & Wisdom, has a component for English language learners, which is accessible to each teacher. To strengthen all of our students' reading and writing skills we implemented the Wilson Foundations Program, a phonological/phonemic awareness program, for all students in grades K-2. These students are exposed to the content and concept many times using a myriad of instructional methods. The teacher uses visual aids, repetition, simple language, scaffolded vocabulary, body language, and the audio concept of this literacy program.</p>
<p>b. SIFE</p>	<p>There are no SIFE ELLs currently enrolled at P.S. 13.</p>
<p>c. Newcomer</p>	<p>Newcomer ELLs are being serviced according to the CR Part 154 regulations and mandated minutes. In a blended and remote learning schedule, newcomers are receiving 360 minutes of service per week via in-person, synchronous, and asynchronous instruction. Our ENL teacher pushes into general education teachers' live lessons, either in person or via Zoom, and conducts her own stand-alone lessons, both live via Zoom or asynchronously via Google Classroom. For this subgroup, instruction is differentiated by providing students with a multitude of scaffolds and supports, such as images, videos, translations, bilingual materials, word banks, sentence starters, building background knowledge, and other tools that address student-specific needs.</p>
<p>d. Developing</p>	<p>Developing ELLs are receiving 180 minutes of integrated ENL instruction both in-person and asynchronously via Google Classroom. For this subgroup, instruction is differentiated by providing students with graphic organizers, templates, transition words, and other scaffolds that enable them to complete grade-level tasks at an academic level.</p>
<p>e. Long Term</p>	<p>Long-term ELLs are usually identified as such after they graduate from elementary school. Therefore, we do not have this subgroup in our school.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs continue to receive 90 minutes/week of integrated ENL instruction during ELA lessons. For this subgroup, teachers focus mainly on increasing students' academic vocabulary base and improving their academic writing skills through synchronous and asynchronous assignments.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>P.S.13 currently provides a Freestanding ENL Program, and native language support is provided when necessary either by a staff member or another student who speaks the same home language or through the use of an online translation program. As per the resources listed above, students are being provided with bilingual books, videos, and websites. Entering ELLs are encouraged to complete writing assignments in their home language. Classroom teachers solicit the help of a translator from among school staff members or use Google/Microsoft translations to assess students' understanding of the task.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Throughout the school year, our ENL teacher attends various ENL workshops and professional development sessions offered by the Brooklyn North Borough Office as well as workshops offered by our district. Our certified ENL teacher, Ms. Venice, as well as Assistant Principal Mr. Howard Thomas, attend most of the ENL workshops. However, professional development sessions are planned throughout the school year with Brooklyn North Borough Office staff members who are invited to provide professional development on Mondays during professional development time for the entire school staff. Pedagogues and administration are encouraged to attend professional learning sessions to enhance and deepen their knowledge of strategies to utilize and improve the achievement of English Language Learners. Our staff recognizes that they are life-long learners and welcome professional development. Attendees turnkey pertinent information to the entire staff during Monday professional development time, as well as during monthly meetings, common planning periods, and collaborative inquiry team meetings. During SY 2021-2022, our ENL teacher attended a series of online sessions of professional development with Brooklyn North Support Center. She was able to grow her instructional practice by learning new classroom protocols that best engage ELLs in the classroom, and by analyzing literature that promotes best strategies and practices when working with language learners. Our ENL teacher has also attended a variety of other workshops related to ELL policies, such as Nuts and Bolts, EDAT Analysis, and NYSESLAT administration and scoring. The school administration has been consistently providing professional development for the entire staff on the Next Generation Learning Standards throughout SY 2021 - 2022 and will continue to do so during the upcoming school year. When we unpack the Next Generation Learning Standards, we discuss how to infuse these standards into all of our lessons and how to scaffold our lessons to meet the needs of our ELLs'. For instance, two of our teachers modeled strategies they use in the classroom for their ELL students. They modeled using visuals to introduce vocabulary words before they begin a Read Aloud and they modeled how to use graphic organizers for writing. Our Assistant Principal, Mr. Surujbali, has conducted a series of professional development sessions on Visible Thinking and on infusing instruction with higher-order thinking questions based on the Depth of Knowledge Wheel quadrants. The administrative team and the coaches have also conducted a few "Lunch and Learn" sessions where they shared best practices, modeled and scaffolded how to use assessing and advancing questions to promote discussions for all learners including ENL students. It is expected that all of our students participate in discussions with each other, especially our ENL students. To this end, all teachers are encouraged to use the Socratic Seminar protocol during their lessons. During Remote Learning, these professional development sessions continued via Zoom or Microsoft Teams. The entire staff at P.S. 13 received weekly training on Google Classroom, Google Meet, Padlet, Pear Deck, Flipgrid, Seesaw, Screencastomatic, and Kahoot. Our technology teacher, Mr. McIntyre, conducted these training sessions via Zoom. A wealth of online resources has also been shared constantly among staff members.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>As per CR Part 154.2, all teachers will receive 15% of ELL-Specific PD during our Extended Days. Throughout the school year, our ENL teacher and classroom teachers working with ELLs attend various ENL workshops with Brooklyn North Borough Office, and various other professional development sessions available for District 19 teachers. Classroom teachers will also receive professional development from our certified ENL teacher who will turn-key information from workshops she has attended. Teachers will discuss research-based and standards-based techniques and methodologies, and then design lessons to effectively instruct English Language Learners. These teachers will meet twice a week for differentiated professional development. Ms. Venice will receive 50% of total hours for ELL-specific professional development through ENL workshops provided by Brooklyn North Borough Office and through workshops offered by our district. All agendas and attendance will be maintained in the ENL data binder. These professional development sessions continued during Remote learning via Zoom and Microsoft Teams.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Public School 13 has an active PTA and a Bilingual Parent Coordinator. Most information is sent home to parents in English and the parents' home language, which in our school is either Spanish or Arabic. When parents come in for a meeting, there will be an interpreter available. The Bilingual Parent Coordinator promotes parent engagement and addresses parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents. Workshops were conducted to increase parents' understanding of New Generation Learning Standards, assessments, and the reading and math curriculum. We provide parents with a monthly newsletter in English and home languages with upcoming activities to increase parental involvement. A Back to School workshop is held before the start of the school year to encourage parents to get involved in their children's education. Breakfast with the Principal was held once a month. Parents participate in Computer classes, ENL adult classes, holiday potlucks, and dinners, raffles, Dad bring your child to school Day, and Multicultural Night. Additionally, the school houses a Community Based Organization called Institute for Community Living (ICL). ICL provides programs regarding arts and crafts, child awareness, health and nutrition, and family support classes. Parents are provided with opportunities to share common experiences, gain emotional support, and problem-solving skills. Parents can also become certified in CPR. As of now, we are thinking of ways to adapt some or most of our school-wide activities to fit the guidelines or social distancing and health safety.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Our PTA President and Parent Coordinator help to facilitate parents' involvement in our parent workshops and special activities. Parents are notified via flyers, PTA bilingual Calendar, phone calls, and school messenger. All of our parents are encouraged to participate in activities throughout the year. During the 2022 - 2023 SY, all events are taking place remotely, via Zoom. Some of the events the school has planned are: PTA meetings, School Leadership Team, Family Reading Night, Math Game Night, Student of the Month award ceremonies, Awards Assemblies, Perfect Attendance Assemblies, Breakfast with the Principal, Family Fridays, Monthly grade-wide Assemblies, Movie Night, and more. ENL Parents are invited to a bimonthly Zoom meeting to address issues concerning our ELL population. During Remote Learning, teachers reach out to parents via phone calls, texts, or emails. Bilingual Spanish para professionals will assist classroom teachers with communication whenever possible. Teachers also use the over-the-phone DOE Interpretation Services for Arabic, Russian, and Creole speakers. Google Translate is used regularly to translate texts, emails, and school-wide announcements to ensure parents remain informed and communication is clear. Our staff also uses the Talking Points App, which translates text messages in languages designated by the sender. For Annual Individual Meetings, similar resources will be used. Our ENL teacher will meet with parents individually via live Zoom conferences to discuss each student's academic progress starting in late May. Interpretation services will be provided as needed using the DOE-over-the-phone interpretation services. The ENL teacher shares students' academic data pertaining to various assessments, classwork, and projects, as well as data pertaining to language development. The ENL teacher makes recommendations and shares resources with parents. To enhance the development of their academic vocabulary in the content areas, students need to read widely, have exposure to various resources and experiences, maintain a vocabulary journal, and engage in collaborative conversations.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>For the SY 2022 - 2023, all students will attend in person. Our ELLs will continue to be serviced by our ENL teacher, Ms. Venice, and receive the mandated services as per CR part 151.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>At P.S.13, we provide a welcoming environment for all of our newly enrolled ELL students and their families. Our parent coordinator, ENL teacher, and Assistant Principal reach out to our new ELL students and their families by inviting them on a school tour. During this tour, we express to them that they are welcomed and that they are an integral part of our community. We explain to both the students and their families all of the programs we have to offer during the school day and after-school. We provide parents with information about the Adult Program housed in our building, which offers ENL and GED classes. We also inform them of the parent workshops we will be offering throughout the year. We take the same approach with new students that arrive throughout the year. Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the New Generation Learning Standards and infusing the curriculum with rigor, the teachers are preparing the English language learners for college and career readiness. The Principal, Assistant Principals, teachers, and instructional coaches provide workshops for the parents explaining the Next Generation Learning Standards. The Principal and the Assistant Principals also provide middle school tours for all of our students. Parent Coordinator, Estena Turner, and the School Counsellor, Oneeka Peters, assist the students and the parents with the interview process and student portfolios for the middle school application and acceptance process. All newly enrolled students have completed the ELL identification process prior to the start of school.</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>The members responsible for the identification process of newly enrolled students are Ms. Buckner-Huggan - our pupil personnel secretary, Ms. Venice - our ENL teacher, Mr. Howard Thomas - Assistant Principal, Ms. Melo - general education teacher with a Spanish bilingual certification, Ms. Brown - special education teacher with a TESOL extension, Ms. Oneeka Peters - School Counselor, Ms. Janet Santiago - school aide and bilingual Spanish speaker. When a new student is enrolled in the school, our secretary calls Ms. Venice or another member of the identification team to conduct an interview with the parents and the new student. Parents complete the Home Language Survey in their home language and the identification process continues according to the parents' responses. Based on the information entered on the HLIS and the interview with the parent and student, Ms. Venice decides the student's home language code and NYSITEL eligibility. Subsequently, NYSITEL and Spanish Lab are being administered by Ms. Venice. She provides the Parent Orientation and ensures that parents are informed and sign the required surveys. Ms. Venice generates the student entitlement and parent notification letters. These letters are placed in students' cumulative folders. Copies are sent home with the students. Ms. Venice updates the ELPC screen in ATS to show parents' choice of program. Finally, students are programmed in STARS and start receiving services according to their proficiency level. SIFE screening is also conducted for students in grades 3 - 5. The data is entered in ATS.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Steluta	Venice	ENL Teacher	2018-2019	Yes	Yes
na	na	na	na	na	na
na	na	na	na	na	na
na	na	na	na	na	na

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

First Name	Last Name	Title
na	na	na
na	na	na
na	na	na

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	322	87%	322	87%
Spanish	22	6%	22	6%
Arabic	25	7%	25	7%

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
SPANISH	7	7
FRENCH	3	3
CREOLE	4	4
YORUBA	2	2
ROMANIAN	1	1
RUSSIAN	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>The school employs a variety of data and methodologies to assess the written and oral preferences of the parents in our school community. Staff members are surveyed yearly on their written and oral skills in languages other than English. The home languages of the students and parents are identified during the registration process via the Home Language Identification Survey and the interview process when parents indicate what language they prefer to be communicated in. All written correspondence is sent home with students in their parents' language choice. The parent coordinator, Mr. Gadson, along with our certified ENL teacher, Ms. Venice, and other staff members translate monthly calendars, school notices, and parent letters with help from bilingual staff members and translation sites, such as Google Translate and Microsoft Translation Tools. We use the DOE's Over-the-phone Translation Services to communicate with parents in their preferred language on a regular basis. The school networks with bilingual members in the community in addition to trained professionals from the Department of Education's Translation and Interpretation Unit to assist with interpretation during school events. We survey parents as new students are admitted, and update our list of languages spoken by families in our school to ensure we can communicate with every parent in his or her preferred language.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Monthly Calendar	monthly	bilingual staff members and Google translate
Parent notices and reminders	as needed	bilingual staff members and Google translate

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	4 times per year	in-person and over the phone interpreters
Parent Orientation Meetings	once a year	in-person and over the phone interpreters
Annual Meeting with ELL parents	annually	in-person and over the phone interpreters

<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>We currently have an automated message system that calls, texts, or emails parents with any announcements from the school. In the event of a school-wide emergency, we would contact the DOE's translation team to record the emergency message in the languages that have been listed previously. For the parents who prefer to receive an email, the message will be translated by one of our bilingual staff members. For text messaging, our staff members use the Talking Points app, which translates the text in any language. In the case of a student-specific event, we use the DOE over-the-phone interpretation services to reach out to parents, and/or bilingual staff members to help with in-person interpretation on school premises.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..)</p>	<p>Our school uses in-house staff members to help with Spanish interpretation services, and the DOE over-the-phone interpretation services for Arabic-speaking students and parents.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Most of our ELL parents would contact Ms. Venice, our ENL teacher, or their child's classroom teacher for an emergency. The teachers call parents back using the DOE over-the-phone interpretation services. All the classroom teachers are also informed of the availability of these services. They employ them as needed.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	staff training days and email
Over-the-Phone Interpretation Desk Aid	staff training days and email
Language Access Handbook	Staff handbook
T&I Unit InfoHub Link	email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>At the beginning of each school year, we inform all staff members about the resources available to teachers, parents, and students regarding translation and interpretation services. We make it clear that staff members are required to make use of these resources on a regular basis to ensure there is an open channel of communication with all parents, at all times, regardless of the language parents speak. Parents will be informed of the translation and interpretation services the school is able to provide via a virtual orientation night in September and will be invited to reach out with any questions they have. Additionally, posters and brochures with messages in different languages are posted in the main office and the school's main entrance inviting parents to show our school staff the language they are fluent in and/or want to communicate in.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>According to Chancellor's Regulations A-663, schools must ensure that non-English speaking parents have equal access and opportunity to participate fully in their child's education. Therefore, parents will be informed of the translation and interpretation services our school is able to provide via a virtual orientation night in September and will be invited to reach out with any questions they have at any time during the school year. Additionally, posters and brochures with messages in different languages are posted in the main office and the school's main entrance inviting parents to show our school staff the language they are fluent in and/or want to communicate in. During our annual Multicultural Night, we engage with students and families from various backgrounds and strive to establish relationships with parents and make them feel welcome in our school community.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Currently, our principal, Ms. Cameron, has implemented monthly meetings with the parents, a Virtual Chat, where parents are invited to voice their opinions, ideas, or any concerns regarding their children's education and our school community. Limited English parents are welcome to participate in these meetings. Interpreters will be provided as needed. We are currently working on implementing parent surveys in the parents' preferred language to learn of new ways we could support our non-English speaking parents and their children. We are also implementing virtual training sessions for non-English speaking parents on various topics, such as Google Classroom, online academic resources for their children, as well as resources to support them with learning English.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Many of our Arabic-speaking parents have communicated to the school that they do not want the school notices sent home in Arabic. They prefer to receive the English version. Therefore, we only send home Arabic versions to parents who have not requested otherwise. On the other hand, our Spanish speaking parents appreciate the Spanish version of the school's monthly calendars and all other notices sent home with the students. Therefore, we will continue with this practice.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>The Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards are: Student engagement Priority standard focus using assessment in instruction</p>
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>In an effort to support the preschool children that are transition in parent workshops will be provided for all parents. Additionally, Professional Learning sessions will be provided to the staff to ensure that they will be able to support the students that are transitioning in to the grade.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	404,594	x	ELA, Math,
Title I, School Improvement 1003(a)	Federal	0		
Title II, Part A	Federal	83,049	x	ELA, Math,
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Title IV, Part A	Federal	5300	x	ELA, Math,
Tax Levy (Fair Student Funding)	Local	5799	x	ELA, Math,

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.	
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.	

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School’s systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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