

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	14K084
School Name	P.S. 084 Jose De Diego
Principal	Sereida Rodriguez

## 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:	Jose de Diego
District Borough Number (DBN):	14K084
Grades Served:	Pre-K-8
School Address:	250 Berry Street, Brooklyn, NY 11249
Phone Number:	718 384 8063
Fax:	718 302 2313
School Contact Person:	Sereida Rodriguez
School Contact Person Email Address:	Srodrig12@schools.nyc.gov
Principal:	Sereida Rodriguez

United Federation of Teachers (UFT) Chapter Leader:	Denise Comenzo
Parents' Association President:	Jessamyn Lee
SLT Chairperson:	Michelle Vera
Title I Parent Advisory Council Chairperson (PAC):	Pamela Vasquez
Student Representative(s) Middle /High School:	NA
Student Representative(s) Middle /High School:	NA
Community Based Organization (CBO) Representative:	NA
School-Based Students in Temporary Housing (STH) Liaison:	NA

## **District Information**

Geographic District:	14
Superintendent:	Nyree Dixon
Superintendent's Office Address:	131 Livingston Street Brooklyn, NY 11201
Superintendent's Email Address:	ndixon3@schools.nyc.gov
Phone Number:	718 384 8063
Fax:	718 302 2313

## **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	
Sereida Rodriguez	Principal or Designee*		
Awilda Peguero	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jessamyn Lee	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Pamela Vazquez	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Lucy Ogando	Member/Teacher		
Yinessa Bueno	Member/Teacher		
Mauricio Delfin Pacheco	Member/Parent		
Barbara Bonhomme	Member/Parent		
Lourdes Rivera	Member/Parent		
	Member/Parent		
	Member/Teacher		
	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.

Name	Position and Constituent Group Represented	Signature
	Assistant Principal	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school’s mission statement:	Our mission at PS 84 is for students to become lifelong learners. Our child-centered, diverse environment fosters self-confidence and mutual respect. Our rigorous, dynamic, and standards-based curriculum delivered by dedicated and qualified teachers ensures that all children meet their full potential. Working closely with parents and with Williamsburg's talented community, we nurture the social, emotional, and educational lives of all students.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>PS 84 José de Diego serves approximately 650 students from 3K through 8th grade, in the diverse neighborhood of Williamsburg, Brooklyn. Named after José de Diego, the school was founded in 1969 in the south side of Williamsburg. Once a struggling school with low enrollment, PS 84 has transformed into a popular neighborhood option thanks to strong leadership, a sought-after dual language program, strong parent involvement, and a rich curriculum. In 2014, PS 84 added a middle school.</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	Into Reading	Arriba la lectura for Dual Language classes
ELA	6-8	Into Literature	
Math	K-5	Illustrative Math	
Math	6-8	Illustrative Math	

## 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)
Student access to high quality Guided Reading, and SRP Instruction.	NYS ELA Exam 2019 – SwDs 18% ELLs 2% I-Ready (2022-2023) Students with Disabilities and ELLs have been the lowest performing subgroups.	Students' reading proficiency levels not meeting grade level expectations due to learning loss due to lacking resources, support, and consistency due to changes in the learning environment which may be attributable to the pandemic.
Students developing tool kits of strategies to access grade level texts.	F & P (2022-2023) Foundations (2022-2023)	Students are lacking strategies to read grade level texts due to lacking resources, support, and consistency due to changes in the learning environment which may be attributable to the pandemic.
Need for early childhood grades to acquire foundational skills.	F & P (2022-2023) Foundations (2022-2023)	Students' foundational skills not meeting grade level expectations due to lacking resources, support, and consistency due to changes in the learning environment which may be attributable to the pandemic.

**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
English Language Learners	16	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 12%, from 16 to 28, as measured by i-Ready Reading Diagnostic Exam Results Grades K-8.
Students with Disabilities	29	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 12%, from 29 to 41, as measured by i-Ready Reading Diagnostic Exam Results Grades K-8.
All Students	34	By June, 2023, Elementary/Middle School ELA for All Students will Increase 12%, from 34 to 46, as measured by iReady.

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
i-Ready Reading Diagnostic Assessment Results Grades K-8	Early to Mid-Grade Levels (Aligned to New York State Levels 3 & 4)	16	16	22	28
i-Ready Reading Diagnostic Assessment Results Grades K-8	Early to Mid-Grade Levels (Aligned to New York State Levels 3 & 4)	29	29	35	41
i-Ready Reading Diagnostic Assessment Results Grades K-8	Early to Mid-Grade Levels (Aligned to New York State Levels 3 & 4)	34	34	40	46

#### 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	Students will be administered an i-Ready Reading Diagnostic Assessment three times during the year: October 2022, January 2023, and April 2023. The results of the assessment are accessible to administration, families and teachers, Teachers will discuss the results of the assessments with families and provide guidance on how they can support their child at home using the i-Ready tools in the "Family Center." Based on the results of the diagnostic assessment, students will complete lessons each week on i-Ready which are prescribed within the program.
09/13/2022	01/31/2023	In addition to lessons programmed by i-Ready, teachers will personalize small group and individual instruction using intervention tools and resources provided by i-Ready and school-wide curriculum based resources. The teachers will focus on the priority standards as well as individual students learning gaps. Teachers will attend professional development sessions on supporting students based on i-Ready Diagnostic results.
09/13/2022	01/31/2023	Teachers of SwDs and ELLs will have access to the students' diagnostic results and interventions lessons and tools. Teachers will use the data to differentiate instruction in order to meet individual students learning needs and IEP goals.
09/11/2022	01/31/2023	Professional Development will be provided by Jamie Rice (Generation Ready) and Sasha Bent (NYC Literacy Collaborative)
09/13/2022	01/13/2023	Teachers will conference with students about their i-Ready results. Students will create their goals and self-monitor their progress towards those set goals (WIGS)
09/13/2022	01/31/2023	Selected K-5 teachers will be trained in Reading Recovery and Orton/Gillingham (10 Teachers) to provide reading intervention.
09/13/2022	01/31/2023	NYC Literacy Collaborative coach Sasha Bent will support teacher sin grades 6-8 with data analysis and student SRP groupings. SRP (Strategic Reading Periods) will be incorporated in the schedule for Grades 6-8. SRP will incorporate REWARDS to support foundational skills for struggling readers, Book Clubs, and iReady "MyPath" individualized instruction lesson assignments.

#### 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	06/28/2023	The results of the second diagnostic assessment are accessible to administration, families and teachers. Teachers will discuss the results of the assessments with families and provide guidance on how they can support their child at home using the i-Ready tools. Based on the results of the diagnostic assessment, students will complete lessons each week on i-Ready which are prescribed within the program.
01/01/2023	06/28/2023	After each scheduled diagnostic assessment, the teachers will adjust strategies and interventions according to each student's progress and proficiency towards grade level standards. Administration will meet with teacher teams to monitor and discuss student progress and intervention strategies implemented according to each student's diagnostic assessment results.
02/01/2023	06/28/2023	All teachers will personalize small group and individual instruction using intervention tools and resources provided by i-Ready. The activities will focus on prerequisite skills that support the priority standards. Teachers will attend professional development sessions on supporting students based on i-Ready Diagnostic results.
02/01/2023	06/28/2023	Teachers will conference with students about their i-Ready results. Students will create their goals and self-monitor their progress towards those set goals (WIGS)
01/01/2023	06/28/2023	Selected K-5 teachers will be trained in Reading Recovery and Orton/Gillingham (10 Teachers) to provide reading intervention.
02/01/2023	06/28/2023	NYC Literacy Collaborative coach Sasha Bent will support teacher sin grades 6-8 with data analysis and student SRP groupings. SRP (Strategic Reading Periods) will be incorporated in the schedule for Grades 6-8. SRP will incorporate REWARDS to support foundational skills for struggling readers, Book Clubs, and iReady "MyPath" individualized instruction lesson assignments.

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Parent will attend an action meeting. Teachers will provide the families with a tutorial on how to navigate the I-Ready family website.	N/A
09/13/2022	06/28/2022	Family letters will provide insight on student placement and strategies for support.	N/A

Human Resources	Teaching Staff
Instructional Resources	I-Ready online lessons, Into Lit , Into Reading
Schedule Adjustments	N/A
Other Resources Needed	N/A

## AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
100% of our students meeting Annual Typical Growth	Math i-Ready Diagnostic Assessment Results (2021-2022)	Minimal opportunities for students to track progress toward goals to promote ownership
Strengthening algebraic thinking, geometry, and measurement	Math i-Ready Diagnostic Assessment Results (2021-2022) Students with Disabilities and ELLs have been the lowest-performing subgroups.	Insufficient student-led math center activities for skill reinforcement
Need for early childhood grades to get foundational skills in number sense.	Math i-Ready Diagnostic Assessment Results (2021-2022)	Lack of support at home to provide personalized instruction

**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
English Language Learners	9	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 12%, from 9 to 21, as measured by i-Ready Math Diagnostic Assessment Results Grade K-8.
Students with Disabilities	13	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 12%, from 13 to 25, as measured by i-Ready Math Diagnostic Exam Results Grades K-8.
All Students	16	By June, 2023, Elementary/Middle School Math for All Students will Increase 12%, from 16 to 28, as measured by i-Ready.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
i-Ready Math Diagnostic Assessment Results Grade K-8	Early to Mid-Grade Levels (Aligned to New York State Levels 3 & 4)	9	9	15	21
i-Ready Math Diagnostic Assessment Results Grades K-8	Early to Mid-Grade Levels (Aligned to New York State Levels 3 & 4)	13	13	19	25
iReady	Early to Mid-Grade levels (Aligned to NYS Levels 3&4)	15	15	21	27

**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	Students will be administered the i-Ready Math Diagnostic assessment three times during the year: October 2022, January 2023, and April 2023. The results of the assessment are accessible to the administration, families, and teachers. Teachers will discuss the results of the assessment with families and provide guidance on how families can support their child at home using the i-Ready tool. Based on the results of the diagnostic assessment, students will complete lessons each week on i-Ready which are prescribed within the program.
09/13/2022	01/31/2023	In addition to lessons programmed by i-Ready, teachers will personalize small group and individual instruction using intervention tools and resources provided by i-Ready. The activities will focus on prerequisite skills that support the priority standards. Teachers will attend professional development sessions on supporting students based on i-Ready Diagnostic Assessment results using the new curriculum, Illustrative Math.
09/13/2022	01/31/2023	The teachers of SwDs and ELLs will have access to the student’s diagnostic results and intervention lessons. The teachers will discuss results with grade level teams. Teachers will use the data to differentiate instruction in order to meet individual student learning goals.
09/13/2022	01/31/2023	Teachers will conference with students about their i-Ready results. Students will create their goals and self-monitor their progress towards those set goals (WIGS)
09/13/2022	01/31/2023	Professional Development in Illustrative Math, Next Generation Standards, and the creation of skills-based Math Centers will continue.
09/13/2022	01/31/2023	Selected students will participate in the Matheka Program. Matheka is an intervention program that supports students by providing individual tutors and a learning plan for each student. Tutors will provide feedback tailored to students' needs.

**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 results of the assessment are accessible to administration, families and teachers. Teachers will discuss the results of the assessments with families and provide guidance on how they can support their child at home using the i-Ready tools. Based on the results of the diagnostic assessment, students will complete online lessons each week on i-Ready, which are prescribed within the program.
02/01/2023	06/27/2023	After each scheduled diagnostic assessment, the teachers will adjust strategies and interventions according to each student's progress and proficiency towards grade level standards. Administration will meet with teacher teams to monitor and discuss student progress and intervention strategies implemented according to each student's diagnostic assessment results.
02/01/2023	06/27/2023	All teachers will continue to personalize small group and individual instruction using intervention tools and resources provided by i-Ready.
02/01/2023	06/27/2023	Teachers will conference with students about the results of the second i-Ready diagnostic assessment. Students will revise their goals and self-monitor their progress towards those set goals (WIGS)
02/01/2023	06/27/2023	Professional Development in Illustrative Math, Next Generation Standards, and the creation of skills-based Math Centers will continue.
02/01/2023	06/27/2023	Selected students will participate in the Matheka Program. Matheka is an intervention program that supports students by providing individual tutors and a learning plan for each student. Tutors will provide feedback tailored to students' needs.

#### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Parents will attend student-led goal setting conferences. Teachers will provide the families with a tutorial on how to navigate the I-Ready family website.	N/A
09/13/2022	06/27/2023	Family will receive progress monitoring letters that provide insight on student placement and strategies for support.	N/A

Human Resources	N/A
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

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

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Continuing to define and establish SEL schoolwide practices within school culture and learning strategies.	DOE Student Environmental Survey (2021-2022) Devereux Student Strengths Assessment (DESSA) (2021-2022) Peoples Attitudes Towards Self and School Assessment (PASS) (2021-2022) OORS Data (2021-2022) PS 84 Metric administered in 9/21 and throughout the school year to poll students on emotional support accessibility.	Environmental changes that impact student learning (COVID 19 data)
Re-envisioning student Leadership opportunities and structures	Leader in Me (MRA) PS 84 Metric administered in 9/21 and throughout the school year to poll students on student voice and choice.	Environmental factors that impacted/resulted in school closures limiting the number of students community engagement on a schoolwide level. (Changes to safety practices as a school)
Ongoing development and implementation of culturally responsive reflective practices within schoolwide culture	Devereux Student Strengths Assessment (DESSA) (2021-2022) Peoples Attitudes Towards Self and School Assessment (PASS) (2021-2022) Culturally Responsive Curriculum Scorecard (2021-2022)	Ongoing professional development for key school staff/personnel. Reflection on ongoing practices.

**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
Safety & Restorative Approaches to Behavior	PS 84 Metrics (Citywide Administered Assessments, DESSA, PASS) administered throughout the school year to poll and provide data on students accessibility to SEL and emotional support.	By June, 2023, practices related to Personal Attention & Support will improve 20% from 65 to 85, as measured by PS 84 Metrics (Citywide Administered Assessments, DESSA, PASS) administered throughout the school year to poll and provide data on students accessibility to SEL and Restorative Approaches to Behavior.

**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)
		9/22			
PS84 Metric	NYC School Survey	NA	60	70	85

**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	Readminister pre-schoolwide assessments (Student PASS, DESSA) to assess data and create metrics for ongoing SEL.
09/13/2022	01/31/2023	Streamline access to restorative practices, such as professional development for teachers and key staff to be trained in restorative work (lesson plans, implementation).
09/13/2022	01/31/2023	Key staff such as School Counselors, Student Advocate, and/or teachers will begin implementation of Restorative Circles as small group intervention/instruction.

**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	06/28/2023	Readminister post-schoolwide assessments (Student PASS, DESSA) to assess data and create metrics for ongoing social and emotional learning.
02/01/2023	06/28/2023	Assess metric data gathered through schoolwide assessments to reflect on current practices and develop SMART goals for the upcoming school year.
02/01/2023	06/28/2023	School Counselors will provide professional development and lead the implementation of key DESSA data for school staff.

**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	06/28/2023	Provide parent workshops on supports that are available to students for social and emotional support.	N/A
09/13/2022	06/28/2023	CBOs will provide opportunities for families and students to participate in activities that will assist students in emotional regulation.	Greenpoint Y and Grand Street

Human Resources	Select staff will attend Restorative Justice training provided by the DOE.
Instructional Resources	Trained teachers and administration will model how to hold circles in grade team meetings.
Schedule Adjustments	N/A
Other Resources Needed	N/A

**AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improvement in Latino Girls' attendance	Chronic Absenteeism Rate 2022-2023, Insight Beta, Portal by New Vision from 20 % to 10 %	Lack of home support Housing issues. By June 2022-2023, Chronic absenteeism for Latino girls will decrease 10 % from 20 to 10 as measured by Chronic Absenteeism Rate, Insight Beta and Portal by New Vision.
Improvement in Economically Disadvantaged Students attendance	Chronic Absenteeism Rate 2022-2023, Insight Beta, Portal by New Vision from 38 % to 28 %	Lack of home support and Housing Issues By June, 2023, Chronic Absenteeism for Economically Disadvantaged Students will Decrease 10%, from 38 to 28 as measured by Chronic Absenteeism Rate, Insight Beta and Portal by New Vision.
Improvement in SWD attendance	Chronic Absenteeism Rate 2022-2023, Insight Beta, Portal by new vision from 39 % to 29%	Lack of home support and housing issues. By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 10%, from 39 to 29, as measured by Chronic Absenteeism Rate, Insight Beta and Portal by New Vision

**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
Hispanic	20	By June, 2023, Chronic Absenteeism for Hispanic girls will Decrease 10%, from 20 to 10, as measured by Chronic Absenteeism Rate.
Economically Disadvantaged	38	By June, 2023, Chronic Absenteeism for Economically Disadvantaged will Decrease 10%, from 38 to 28, as measured by Chronic Absenteeism Rate.
Students with Disabilities	39	By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 10%, from 39 to 29, as measured by Chronic Absenteeism Rate.

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June, 2022			
Insights Beta	Chronic Absenteeism Rate	20 %	20	15	10
Insights Beta	Chronic Absenteeism Rate	38	38	33	28
Insights Beta	Chronic Absenteeism Rate	39	39	34	29

#### 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	The school utilizes Insight and Portal by NewVision to keep attendance records. The reports are generated from ATS each day to review students' attendance rate. Our Pupil Accounting Secretary will generate weekly reports to aggregate data into subgroups. The attendance committee will be monitoring the attendance data weekly.
09/13/2022	01/31/2023	Implementing a school wide protocol and incentive system to promote positive attendance. Implementing DESSA and PASS data to monitor students' social emotional and provide support. Conducting empathy surveys for students and empathy interviews for parents.
09/13/2022	01/31/2023	Our Parent Coordinator and attendance committee will work with families experiencing difficulties to develop a plan of support and share resources. Having an Attendance Matter workshop for our parents.
09/13/2022	01/31/2023	Attendance committee will put protocols in place to attend to chronic absenteeism in each class. Teachers will reach out to families when a student is absent. Case managers are assigned a grade level and call the families of students who are recorded absent daily.
09/13/2022	01/31/2023	Chronic absenteeism refers to the attendance teacher, the school guidance counselor and social worker to investigate work with families to address absenteeism.

**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	06/28/2023	Attendance Committee have protocols in place to attend to chronic absenteeism in each class. Teachers reach out to families when a student is absent. Case Managers are assigned a grades level and call the families of students who are recorded absent daily.
02/01/2023	06/28/2023	Continue school wide incentive system to promote positive attendance. Developing leadership roles to incentivize a positive environment for students.
02/01/2023	06/28/2023	Chronic absenteeism is referred to the attendance teacher, the school guidance counselor and social worker, classroom teachers to investigate work with families to address absenteeism. Provide workshops for teachers and parents about attendance improvement and expectations.

**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	06/28/2023	The school will implement daily "Wake-up" calls for students/families that are within the Chronic Absenteeism subgroup.	N/A
09/13/2022	06/28/2023	The school will send letters to families of students who are at risk of Chronic Absenteeism.	N/A

Human Resources	Parent Coordinator, Attendance Secretary, Attendance Committee
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

**AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

**Priority Needs and Root Causes**



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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
increase iReady Diagnostic scores of Students with Disabilities by 10% in Reading and Math	iReady Diagnostic (2022-2023)	Quality of IEPs

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	30	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD). This will increase iReady diagnostic scores by 10%, from 30% to 40%, as measured by iReady Diagnostic Assessment results.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2021			
iReady Diagnostic	Results of the iReady diagnostic to reveal increase in grade level functioning per specific academic area	15	15	20	25

**Action Planning**

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/09/2022	01/02/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	SIT Meeting, IEP Review Tool
09/09/2022	01/02/2023	Develop appropriately rigorous standards-aligned annual goals	I-Ready Diagnostic Assessment Data
09/09/2022	01/02/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP Review Tool
09/09/2022	01/02/2023	Ensure that programs and services mandated on each student's IEP are delivered	SEGIS Spreadsheets
09/09/2022	01/02/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	IEP Review Tool
09/09/2022	01/02/2023	Conduct IEP meetings within specified compliance dates	SEGIS Spreadsheets
09/09/2022	01/02/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SIT Meeting, RTI Meeting, Admin Consult

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	01/02/2023	Family workshops and informational sessions to support the IEP process and providing resources to support children at home.	
09/09/2022	01/02/2023	Communicate with families frequently, flexibly accommodating schedules, and using a variety of methods to communicate.	

Human Resources	NA
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

## 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	Data from iReady, Running Records	Orton Gillingham Foundational Skill AIS	Small Group	During	No
Tier 3	Data from iReady, Running Records	Reading Recovery	One to one	During	No
Tier 2	Data from iReady	Math Club	Small Group	During	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 2	OORS data	Peer Mediation/Restorative Circles	Small Group	During	No
Tier 2	OORS	Individual Counseling	Individual	During	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 59 students currently in Temporary Housing</p>
<p>Describe the services you are planning to provide to the STH population.</p>	<p>The STH team will: ~work on data collection and analysis; ~assign STH members to grade bands in order to provide more individualized approaches to chronic absenteeism; ~assign students in temporary housing to a mentor who will provide guidance and assistance with any school related concerns; ~create individualized intervention strategies for students based on the tiers of intervention; and ~conduct monthly check-ins with families.</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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
P.S. 084 Joe De Diego will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

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

### Encouraging School-Level Parental Involvement

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting Family Day events;
- 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 a grade specific monthly newsletter with information regarding units of study, Leader in Me Habit of the Month and upcoming events. Co-planning our annual Science Exploratorium with parents Updating our school website with relevant school information Developing a series of workshops for understanding the iReady data and tools for supporting students at home ex. beginning with a workshop series of the five building blocks of reading for parents of students in grades K-1

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

P.S. 084 Jose De Diego, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

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

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

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

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

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

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

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

## PART I: SCHOOL ML/ELL PROFILE

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

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

### A. School Information

District:	14
Borough:	Brooklyn
School Number:	084

### 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	Sereida Rodriguez
Assistant Principal	Monique Hernandez
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Valentina Djokic
School Counselor	Marysol Ayala
Teacher/Subject Area	Awilda Peguero
Teacher/Subject Area	Alison Chan
Parent	Pamela Vasquez
Parent Coordinator	Dinayomi Fernandez
Related-Service Provider	Jennifer Martinez

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## C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	3
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:	6
Number of teachers who hold both content area/common branch and ESOL certification:	3
Number of ESOL certified teachers with a bilingual extension:	1

### 2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	10
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:	3

### 3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	554
Total number of current ELLs at your school:	85
Total percentage (%) of current ELLs at your school:	15%
Total number of former ELLs at your school:	25
Total percentage (%) of former ELLs at your school:	4.5%

## PART II: BILINGUAL PROGRAMS

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

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



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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	NA	NA															0
TBE	NA	NA															0
TBE	NA	NA															0
DL	GE	Spanish	2022-2023	2	2	2	1	1	1	1	1	1					12
DL	NA	NA															0
DL	NA	NA															0
				total: 2	total: 2	total: 2	total: 1	total: 1	total: 1	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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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>Stand-alone ENL instruction is provided in ungraded heterogeneous groups. Two consecutive grade bands of entering and emerging students are placed together for Stand-alone ENL instruction. Students receive 1 unit of study in ENL instruction, equaling 180 minutes. During Stand-alone ENL instruction, teachers focus on helping students strengthen their language and literacy skills in English in order to be successful in all other content areas.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL instruction is provided to heterogeneous groups of students within their own classroom/homeroom. Students at the entering and emerging levels receive 1 unit (180 minutes) of integrated instruction. At the transitioning and expanding levels, students receive 1 unit (180 minutes) of ENL/ELA or other core content area instruction. A common branch teacher and an ESOL teacher co-teach to provide instruction. The common branches teacher provides content instruction and the ESOL teacher provides language scaffolds based on the language objectives and content objectives of the lesson and unit of study.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>■ Transitional Bilingual Education (TBE) program</li> <li>■ Dual Language (DL) program</li> </ul>	<p>Dual Language instruction is provided to heterogeneous groups of students in both English and Spanish. We follow a 50/50 side-by-side model of instruction. ENL students receive their instruction based on the mandates of CR Part 154. Students at the entering and emerging levels receive 1 unit (180 minutes) of Stand-alone ENL instruction and 1 unit (180 minutes) of ENL/ELA instruction. Transitioning and expanding students receive 1 unit of study (180 minutes) in ENL/ELA or ENL/Math instruction.</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>All students receive their mandated number of instructional minutes based on their English language proficiency. ENL teachers provide 2 units (360 minutes) of instruction to entering and emerging level ELLs per week. One unit of study is provided through Stand-Alone ENL instruction to entering and emerging level students for 180 minutes. In addition, a unit of study is provided through Integrated ENL/ELA instruction to entering and emerging level students for 180 minutes. ENL teachers provide 180 minutes of instruction to transitioning level ELLs per week. One unit of study is provided through Integrated ENL/ELA or other content area instruction. ENL teachers provide 180 minutes of instruction to expanding level ELLs per week. One unit of study is provided through Integrated ENL/ELA or other content area instruction. Former ELLs at the commanding level receive half a unit of instruction in ENL/ELA or other content area instruction per week for an additional two years. Dual Language teachers provide Home Language Arts instruction in Spanish to students 50% of the time in all content areas.</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>In Kindergarten, Dual Language instruction is delivered through a self-contained model. English proficient and ELLs are integrated 100% of the instructional day, except for entering and emerging students during their mandated Stand-Alone ENL instructional periods totaling 1 unit (180 minutes) per week. In first through sixth grade, Dual Language instruction is delivered through a side-by-side model. English proficient and ELLs are integrated 100% of the instructional day, except for entering and emerging students during their mandated Stand-Alone ENL instructional periods totaling 180 minutes per week. In grades seven and eight, Dual Language instruction is delivered through a self-contained model in either Social Studies or Math. English proficient and ELLs are integrated 100% of the instructional day, except for entering and emerging students during their mandated Stand-Alone ENL instructional periods totaling 180 minutes per week.</p>
<p>In which language(s) is each core content area taught?</p>	<p>In our school, core content area in Dual Language Program is taught equally in English and Spanish (50% English and 50% Spanish). In Kindergarten, Dual Language instruction is delivered through a self-contained model, and in first through eighth grade, Dual Language instruction is delivered through a side-by-side model.</p>
<p>How is instruction designed to include both languages?</p>	<p>Instruction is designed through a 50/50 model. The students receive all core content area instruction in English 50% of the time, and in Spanish 50% of the time on alternating days. The 50/50 model is used in both self-contained and side-by-side Dual Language classes in grades kindergarten through eighth. In other words, the curricula / units are designed so that all content areas - ELA/SLA, Mathematics, Social Studies and Science - are taught in English and Spanish through 50/50 model (50%English/50%Spanish) on alternating days. Every Monday, for example, students receive instruction in English, and on Tuesday, the subsequent lesson of the current unit is taught to students in Spanish.</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>Emergent literacy is taught in both the home language of Spanish and English simultaneously in all Dual Language classes from grades Kindergarten through eight. Phonological awareness, phonics and high-frequency words are taught at the same time in English and Spanish to all Dual Language students in grades Kindergarten through eighth.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>Not Applicable</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Not applicable</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>Our Newcomers make up 58.3% of the ELL population. Students with Interrupted Formal Education (SIFE) make up 6.7% of our ENL population. Newcomers receive additional instruction through the Stand-Alone model. This instruction is provided by an ENL certified teacher.</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 make up 16.7% of our ELL population. Long-Term ELLs receive services in ENL and the content area(s). They receive tiered Academic Intervention Support by teachers trained in intervention services. Long-Term ELLs are also offered additional academic support in an After-School program provided by certified ENL or Bilingual teachers. If Long-Term ELLs have a learning disability, they receive additional support from certified Special Education teachers as outlined in their IEPs.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELLs make up 29% of the population. Former ELLs receive half a unit (90 minutes) of Integrated ENL/ELA or other core content instruction by a certified ENL teacher for two years after testing out.</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 from the 2022 NYSESLAT show that: • Last year's Kindergarten results show that 100% of ELLs scored at transitioning level. • Last year's first grade results show that 33% of ELLs scored within entering and emerging levels, 17% at transitioning level, and 50% scored within expanding and commanding levels • Last year's second grade results show that 36% of ELLs scored within entering and emerging levels, 18% at transitioning level, and 45% of ELLs scored within the expanding and commanding levels • Last year's third grade results show that 17% of ELLs scored within entering and emerging levels, and 83% scored within expanding and commanding levels • Last year's fourth grade results show that 50% of ELLs scored within entering and emerging levels, and 50% scored within expanding and commanding levels • Last year's fifth grade results show that 50% of ELLs scored at transitioning level, and 50% scored within expanding and commanding levels • Last year's sixth grade results show that 12.5% of ELLs scored within entering and emerging levels, 12.5% at transitioning level, and 75% scored within expanding and commanding levels • Last year's seventh grade results show that 19% of ELLs scored within entering and emerging levels, and 81% scored within expanding and commanding levels The trends from the 2022 NYSESLAT indicate that all our ELLs reach speaking and listening proficiency before reaching proficiency in reading and writing. Majority of our ELLs need more support in order to achieve writing proficiency.</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>The relationship between students' performance on the NYSESLAT and other state exams is as follows: In grades Analyzing The students performance on the NYSESLAT and other state assessments shows that : *92% of our ELLs at the transitioning or expanding levels score a 1 or 2 on the ELA and Math state assessments in grades 3-8. *43 % of our ELLs at the commanding level score a 3 or 4 on the ELA and Math state assessments in grades 3-8. The trend is that 100% of the students who score at the 'commanding level' on the NYSESLAT while they are newcomers or developing ELLs score a 3 or 4 on the ELA and Math state assessments in grades 3-8. In comparison, 100% of the students who score at the 'commanding level' on the NYSESLAT while they are long-term ELLs score a 1 or 2 on the ELA and Math state assessments in grades 3-8.</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>Over 75% of ELLs have between 3 and 7 at risk indicators. At risk indicators show that 41% of ELLs scored at level 1 or 2 on last year's assessment. The indicators further show that 32% of ELLs scored at level 1 or 2 for two consecutive years. At risk indicators also show that 60% of ELLs did not make progress on the 2020-2021 NYSESLAT. The at risk indicators also show us that 25% of our students have the potential of becoming Long-Term ELLs. Attendance by ELLs during regular school hours, as well as participation in after-school programs, greatly impact their language acquisition and academic growth.</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>85% of our ELL population is proficient in the Spanish language. The remaining 15% are proficient in Japanese, Arabic, Hebrew, Ukrainian, Korean, Thai, and Bengali. In grades K-8, our ELLs are taught by bilingual (Spanish/English) teachers and two ENL teachers who are proficient in Spanish as well. Students are provided with the tools to help them access the curricula and also take assessments in their home languages. To communicate with the parents of our ELLs, we implement the following process. First, each parent is asked to complete the "Preferred Language Form" upon registration. In addition, we use Home Language Identification Surveys to determine the needs for written translation and oral interpretation. At registration, each parent fills out a Home Language Identification Survey, where they choose the language in which they want to receive written information and communicate orally. In addition, every parent is required to fill out the blue Emergency Contact card which indicates if they prefer written communication or oral communication. We keep precise records regarding their choice, so that all information is provided in their respective languages. Once registration is complete, teachers and administrators are able to access parent written and oral interpretation preferences via the ARIS website. We use Office of Language Access for translation and interpretation services. For Sign Language interpretation (1 ELL/parent) we use Office of Sign Language Interpreting Services (OSLIS@schools.nyc.gov.). Also, we communicate with the parents via the DOE Messaging App. Our Parent Coordinator, as well as the main office staff, are proficient in Spanish.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>At our school, 85% of our ELLs identify as Hispanic, and 15% identify as non-Hispanic (white and Asian). We implement the NYU CR-SE Scorecard and DEI (Diversity, Equity and Inclusion) Framework to include our ELLs in planning and delivery of CR-SE.</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 results reflect that our MLLs with IEPs (13%) and SIFE (6.7%) reach speaking and listening English language proficiency before achieving reading and writing proficiency. The 2022 NYSESLAT data show that 100% of our MLLs with IEPs and SIFE scored on average 13 points higher in listening and speaking modalities than in reading and writing. Our MLLs with IEPs and/or are SIFE were greatly affected by the COVID-19 Pandemic and quarantining which caused loss of instruction. To support our ELLs with IEPs and SIFE, in addition to receiving the DL/ENL services, our ELLs with IEPs and SIFE receive tiered Academic Intervention Support by teachers trained in intervention services. Response to Intervention - Tiers 1, 2 and 3 are implemented to address students' specific needs and level of support.</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>Our school's Instructional Leadership Team considers ELLs in the school's instructional design by implementing the following priorities - strengthening core curricula, knowing students well and using culturally responsive and inclusive curricula. The texts that our ELLs interact with represent various abilities and cultural, racial and ethnic groups to ensure culturally responsive orientation to teaching and learning.</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 and DL programming include ENL services which are provided using the integrated and stand alone instructional models. As part of our integrated model, students are grouped by grade and heterogeneous proficiency levels. In our stand alone model, newcomers are grouped together. In the ENL program, the instruction is delivered in the English language, with the home language support. In the DL program, the instruction is delivered in English (50%) and Spanish (50%) in the side-by-side or self-contained models. Our ENL Stand-Alone program focuses on language acquisition and provides small group instruction with multiple supports and opportunities for entering and emerging ELLs to develop language skills, including speaking, listening, reading and writing. The integrated ENL program focuses on making content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports, ELLs also receive extra attention through after-school programs and additional academic intervention. All instruction is provided through the Workshop Model. The teachers model skills, students practice the skills with their teachers and then students work independently to demonstrate mastery. Supports are individualized and provided as needed.</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>P.S. 84 uses a Balanced Literacy approach to reading to provide access to academic content and to accelerate English Language Development. Falling under the umbrella of Balanced Literacy, instructional strategies include shared reading, guided reading, independent reading as well as shared writing and independent writing. Balanced Literacy also includes the use of oral language to discuss texts as well as ideas in writing. Materials include Into Reading, Into Literature, Language Power, National Geography Program, RAZ Kids, Epic, Flocabulary, iReady, BrainPOP, and Arriba la Lectura as well as our school's guided reading library. P.S. 84 uses Google Classroom as the main platform to communicate with the students, and for asynchronous assignments and projects. ENL and DL teachers use the PearDeck platform for interactive lessons and activities. Our MLLs participate in the school's debate club which accelerates their English language development.</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>We use curricular, instructional and scheduling flexibility to enable diverse ELLs with IEPs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We have ICT classes in grades K-8 in order to accommodate students with IEPs and to keep them in the least restrictive environment. Additionally, we also provide regular academic intervention support to struggling ELLs.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use data from F&amp;Ps, DRPs, HLA and iReady to adjust instruction and provide additional support based on individual student needs. The data is used to prepare for instruction, small group support and interventions.</p>
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<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>Targeted intervention is carried out based on our school's RTI plan. Tier I intervention for ELLs/MLLs in ELA, Math, Social Studies, and Science takes place in the classroom, either with the classroom teacher or the ENL teacher. Within the classroom, there is a Toolkit for ELLs/MLLs specifically which includes aides and supports that will help ELLs/MLLs complete a task within any content area (picture dictionaries, content based word walls, exemplars, alphabet charts, sight words, blends chart, etc.). Tier II intervention takes place in small groups in the classroom and is reinforced in after school programs (ENL after school and ELA / Math after school programs). Planning and communication between the ENL teacher and classroom teacher is mandatory. Tier III intervention is delivered in a pull-out setting if it is deemed necessary. The language of instruction in these interventions is English. Our school's RTI plan is constructed to address the needs of learners from all sub-groups (SIFE, Newcomers, ELLs/MLLs with Special Needs). Specific interventions used throughout the school depending on the grade are Orton Gillingham, Wilson, Fountas &amp; Pinnell Intervention kits Fonetica, and Foundations.</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>Data is monitored regularly by classroom teachers, ENL teachers and administrators. We monitor i-Ready data in reading and math after each benchmark diagnostic assessment in order to organize small group and differentiated instruction. Data is reviewed, discussed and disaggregated in monthly meetings by administrators and teachers. ENL teachers monitor the progress of ELLs, taking into account years of service, especially for developing and long-term ELLs to provide additional services within the RTI Framework</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>We use data from F&amp;Ps, DRPs, HLA and iReady to adjust instruction and provide additional support based on individual student needs. The data is used to prepare for small group instruction and interventions.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We use HLA , F&amp;Ps and iReady Math to evaluate our ELLs home language throughout the year.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We use NYSITELL, NYSESLAT, ELA, Science and Math state tests to evaluate the effectiveness of our ELL programs. We gather baseline data, monitor progress and identify areas of need to guide our instruction. Once the summative data has been gathered, it is disaggregated, analyzed and used to place students in appropriate programs and classes with the support and resources they need.</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>Our NYSESLAT administration plan includes scheduling the test by grade bands, training the proctors and scorers - certified ENL and bilingual teachers, administering, training and scoring it in accordance with the NYS testing guidelines. All ELLs, including former ELLs, continue to receive mandated services during the testing period by certified bilingual/ENL teachers.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>We have K-8 ICT classes with ENL support to ensure that our ELLs receive their mandated IEP as well as ENL services, in both Stand-Alone and integrated models.</p>
<p>b. SIFE</p>	<p>Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. We adjust our instructional approaches used to reach SIFE pupils depending on factors such as native language and the level of native language literacy skills. Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate 2020-2021 CEP 55 environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.</p>
<p>c. Newcomer</p>	<p>Newcomer students at P.S. 84 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ENL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as more specialized instruction from their ENL teacher. ENL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after-school programs and additional academic intervention.</p>
<p>d. Developing</p>	<p>Students who have been receiving services for 4 to 6 years will receive services based on their level of language proficiency. A student who is at the beginner level will receive support for reaching the standards and be given access to lessons which are designed to meet the Next Generation Learning Standards. Students in this subgroup will also be given attention according to our school's RTI plan.</p>
<p>e. Long Term</p>	<p>We service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development. Following the natural order of language acquisition presented by theorists many students will develop BICS first and CALP second. Accordingly, our primary focus for long term ELLs will be to develop CALP so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs/MLLs will receive support for two years after they score at the commanding level on the NYSESLAT. These students will receive support for 90 minutes in the integrated ENL program. They will also be offered seats in our after-school programs and Saturday Academy.</p>



<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>In the Dual Language program, native language support is delivered in a variety of ways. The following strategies and programs are used to support native language instruction: • total physical response • visual prompts • realia • repetition • leveled libraries • guided reading • authentic literature in the native language • small group instruction • Estrellitas program for phonetic support • Descubre literacy program online activities *Arriba *Fonetica All Native Spanish speakers who qualify for services in the Dual Language Program or ENL are assessed in their native language using Fountas and Pinnell and the HLA.. Spanish reading levels are also assessed throughout the year. In our DL program, the instruction is delivered in English (50%) and Spanish (50%).</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>We offer the Spanish language elective classes to our ELLs. Students receive Spanish instruction in grades 6 - 8 to prepare them to take the Spanish regents exam prior to graduating from eighth grade.</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>The professional development plan for all personnel at the school is designed to support the implementation of the NYS Next Generation Learning Standards and CRSE. Professional development designed to support the NGLS begins with guidance in designing units in Math and English Language Arts aligned to the standards. All teachers, including ENL teachers, dual language teachers, and teachers of students with disabilities receive guidance from our school 's team of instructional specialists. Planning sessions are held during common preparation periods and PD time on Mondays. Units are designed using the 2021-2022 CEP with ENL teachers as well as classroom teachers to allow for collaborative planning that will promote more effective planning for push-in periods. Additionally, professional development is tied to the language of the Danielson Framework for teaching. This area of professional development at PS 84 focuses on the topics of planning and preparation, managing classroom procedures, classroom environment, instruction, and professional responsibilities. Specifically, topics include questioning and discussion techniques, creating lessons with multiple access points for all learners, and aligning lesson procedures with lesson objectives. Our model teachers, along with administration facilitate this work. Administrators observe teachers and provide focused feedback on instruction and all other domains of teaching. Through this process of observation and feedback, teachers and administrators agree on areas of focus. Based on the individual needs of a teacher, they can choose from a menu of professional development activities. For example, teachers visit the classrooms of colleagues and debrief with the instructional support specialist using language from the Danielson Framework. This process is ongoing throughout the year. In order to support teachers with transitioning to blended and remote learning, members of the school community attend monthly ELL Working Group sessions with our Field Support Center and turn key to the rest of the staff during morning planning sessions. Staff members also receive training from Houghton Mifflin Harcourt on Into Reading, Into Literature and Arriba La Lectura to support them with using digital resources with their students during blended and remote instruction. Our professional development plan for new teachers includes a mentoring component. New teachers, including teachers of ELLs/MLLs receive support from a n assigned mentor. Mentees receive at least two hours per week of time with their mentor. Mentors guide new teachers in all the domains of the Danielson Framework. 15% of all PDs offered to the entire teaching staff will include the ENL methodology. Throughout the year, P.S. 84 will offer on-site PD and off-site PD opportunities to address the needs of ELL students: * Brain Research - Keeping ELLs in Mind * Instructional Strategies: Differentiation Strategies * Intervention Protocol * Unpacking the Standards * Differentiation in the Classroom * Visual Thinking Strategies * Websites and Interactive White Boards</p>
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<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>Professional development which is specifically targeted towards ENL personnel and Bilingual teachers is offered in our school as well as out of the building. Within our building, administration and instructional support specialists provide staff with PD on language acquisition, guided reading, constructivist math problem solving methods, exemplars and the components of balanced literacy. This support is provided as described in question number 1 of this section. Outside of our building, teachers attend meetings at our Field Support Center and at the Office of ELLs. These sessions demonstrate specific strategies for adapting instruction to increase student engagement and increase academic talk. New teachers are also trained in Visual Thinking Strategies (VTS) as a method to increase authentic opportunities for the use of oral academic language. 50% of all PD offered to ENL teachers and bilingual teachers is ENL-related. Our school meets the required 15%/50% ELL-specific professional development for all teachers as per CR Part 154.2. by all teachers attending ENL-related PDs and workshops provided by state-approved providers, such as Division of Multilingual Learners, Fordham University and Brooklyn North Professional Learning Opportunities.</p>
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## 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>Parental involvement at P.S. 84 is strong. Our parents, including our ELL/MLL parents are involved and actively participate through the following programs: • Magnificent Mondays, Terrific Tuesdays, Wonderful Wednesdays, and Thrilling Thursdays - once a month, all parents are invited into the building to participate in a themed activity in their child's classroom. Our school provides access to parents via school tours on Fridays. • Parent NYS Next Generation Learning Standards Workshops - Facilitated by the Parent Coordinator, this series of classes introduces parents to the language and expectations of the NYS Next Generation Learning Standards • School Leadership Team Meetings *School Safety Committee Meetings • Annual ELL/MLL parent conference offered by the NYCDOE *School-wide annual events such as Exploratorium, Garden Party, International Night, Artstravaganza, GALA and Curriculum Night.</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>Teachers provide individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. Parents schedule an appointment with the teacher at their convenience. Interpretation and translation is provided as needed, in the parents' preferred language of choice. During the meetings, teachers and parents discuss the goals of the program and progress of ELLs in regards to the stages of second language acquisition. Classroom and ENL teachers explain to the parents what each stage means and what tasks students at each stage are able to accomplish. Also, parents are informed on how teachers support and assess the students' language development and progress in general, by formative and summative assessments. Teachers inform the parents of the instruction provided by classroom, ENL and SETTS teachers that makes the Next Generation Learning Standards accessible to English language learners at various language proficiency and literacy levels.</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>Not Applicable</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>We provide newly enrolled, current ELLs with additional ENL instruction in an After-School Program which focuses on social emotional and academic needs. The After-School instruction is provided by certified ENL or Bilingual teachers. As a Leader In Me Lighthouse School, we focus on leadership skills and social-emotional learning which are incorporated in daily instruction. We also follow the RULER approach to social-emotional well being in all members of our school community. All staff, including administration, teachers, guidance counselors, social workers, parent coordinators, paraprofessionals and school aides provide social-emotional support to students. Our parent coordinator also provides workshops for the families of newly enrolled, current ENLs to offer them support in developing their English Language skills, technology skills, homework help skills, etc.</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 of our identification team are: Valentina Djokic, ENL Teacher Terezia Chlebovcova, ENL Teacher Alison Chan, ENL Teacher Awilda Peguero, Bilingual Teacher Monique Hernandez, Assistant Principal Sereida Rodriguez, Principal The structures and process in place for the intake and identification of ELLs is: 1. Home Language Identification Survey - this survey is completed by the parent/guardian of all students during registration in their preferred language. The completion of the form is supervised by one of our three certified ENL teachers on a rotating basis in order to identify the student's home language and eligibility for the NYSITELL. The ENL teacher will then conduct an in-depth interview at the student's grade level to further determine eligibility for the NYSITELL. If the student has an IEP, the Language Proficiency Team will meet to determine NYSITELL eligibility. 2. The NYSITELL (NYS Identification Test for English Language Learners is administered to eligible students based on Home Language Identification Survey, and interview. The NYSITELL is administered by one of our three ENL teachers based on a rotating schedule. The results of this assessment will determine if the student is an ELL and entitled to supports and services to learn English. 3. Parent Notification - all parent's of students who take the NYSITELL must receive an entitlement letter if their child scores below the commanding level. If a student's scores at the commanding level, the parent must receive a non-entitlement letter. These letters must be sent to parents in the parent's preferred language within 5 days of ELL determination. 4. Parent Orientation Meetings are held for the parents of students who score below the commanding level on the NYSITELL. This parent meeting is facilitated by one of our three ENL teachers on a rotating schedule. During the meeting, parents will be informed of their instructional options of an ENL or DL program. 5. The Spanish Lab is administered to any students who did not pass the NYSITELL and have indicated a Home Language of Spanish. 6. An student will be interviewed to determine SIFE eligibility if they are performing 2 years below grade level or they had inconsistent schooling prior to entering the DOE. 5. Parent Selection Form - parents must complete a form to determine the program their child will participate in. The selection must be entered in the ELPC screen in ATS. 6. Students will then be placed in the program selected by their parents with 10 days. Students with IEP's will be placed in the selected program within 20 days of registration. *The entire ELL identification process will be completed by a certified ENL teacher within 10 days of registration. If the student has an IEP, the process will be completed by a certified ENL teacher within 20 days of registration.</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
Dinayomi	Fernandez	Parent Coordinator	2021	Yes	Dinayomi Fernandez
					Dinayomi Fernandez

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
Dinayomi	Fernandez	

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
Albanian	1	.11	1	.11
Arabic	6	.64	6	.64
Bengali	1	.11	1	.11
Chinese	3	.32	3	.32
Italian	6	.64	6	.64
Japanese	2	.21	4	.43
Korean	1	.11	1	.11
English	761	80.61	754	80.21
Polish	1	.11	1	.11
Slovak	1	.11	1	.11
Spanish	159	16.84	159	16.91
Swedish	2	.21	2	.21
American Sign Language	0	0	1	.11

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	38	38
Japanese	1	1
Slovak	1	1
Serbian	1	1
English	101	101
Italian	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"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>During registration, all parents/guardians are asked to complete the Preferred Language Form. We also use Home Language Identification Surveys to determine the need for translation and interpretation. (Parents choose the language they wish to receive all written and oral information in). Our emergency contact cards also indicate language choice for parents and guardians. We make every effort to keep detailed records regarding language choice and provide all information in parents/guardians respective language. As new students are enrolled, we continue to update and monitor language preference.</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 Newsletters	September -June	Staff members, google translate, microsoft word translate, parent volunteers. Bloomz parent engagement App
Report Cards	Nov, Jan, March, June	Staff members, google translate, microsoft word translate, parent volunteers.
Progress Reports	Nov, Jan, March, June	Staff members, google translate, microsoft word translate, parent volunteers.
Letters from Central and District	Ongoing	Copies translated by Central and District office, as well as staff and community members
Calendars	Monthly	Staff members, Bloomz App, Microsoft translation, google translation, volunteers and community members

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 Conference	November, March	Staff members, online resources such as Microsoft translation App, trusted family members with parent permission, interpreter form for languages and ASL
Parent Engagement Meeting	Tuesday Afternoon in person or over the phone	Staff members, online resources such as Microsoft translation App, trusted family members with parent permission, interpreter form for languages and ASL, Over the phone translation services
Parent Workshops	Ongoing	Staff members, online resources such as Microsoft translation App, trusted family members with parent permission, interpreter form for languages and ASL.
Curriculum Night	September	Staff members, online resources such as Microsoft translation App, trusted family members with parent permission, interpreter form for languages and ASL.

<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>After all the evacuation drills, we notified the parents to let them know how everything went through the Bloomz app. These will allow parents to obtain the information in their preferred language and stay connected with all the school news. Staff members are trained to contact limited English proficient Families in the event of an emergency or a student-specific event. When needed, a community member may be called on to assist with communication in a specific language. English speaking family members may also be contacted to assist with translation. We can also use our Bloomz App to send messages that are translated into the parents' dominant language and translation is reciprocal.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>When students go into the nurse's office we have staff members who would aid the nurse if they have limited English or no English to communicate with the parents and students of limited English proficiency. The Attendance teachers and school aids are able to use google and , Microsoft translation App and other devices to communicate with parents who have limited English proficiency during a school emergency such as a doctor /hospital visit.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Parents can contact our school as we have trained staff who knows what to do in case of an emergency. If a parent has an emergency we will have someone who is going to be able to assist them. when using the Bloomz app they can type in their dominant or home language and it would translate it into English for the person receiving the message and vice-versa. The Microsoft App also translates in real time by using a code that is sent to the parent. All staff also has access to over the phone interpretation services.</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	Hard Copy and email
Over-the-Phone Interpretation Desk Aid	Hard copy and email
Language Access Handbook	Hard Copy and email
T&I Unit InfoHub Link	Email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>All staff members will receive a copy of Chancellor's Regulation A-663 on the first day of every school year. The regulation will be reviewed and discussed in length. A digital copy will also be made available to staff on our school's google drive account. Staff members may consult with the administration and/or the parent coordinator if they need further support or guidance.</p>
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Our school fulfills its parental notification requirements for translation and interpretation services in the following ways: We translate documents containing critical information regarding a student's education in each of the documented languages when possible. We do this at the school level when possible and if staff is unable to provide translation, the school will send it to the Translation and Interpretation Unit where it will be translated and returned to us. We provide translation and interpretation services for parents by making the following available to parents and staff: The Translation and Interpretation brochure, the Language ID guide to aid parents upon arrival to school if they speak a language that is not spoken in the school, the Language Palm "I speak..." card to teachers and staff. We collect data regarding the primary language spoken by the parent(s) of each child enrolled in the school and whether such parent requires language assistance to communicate with the DOE. We work on increasing parental awareness regarding parent's rights and the availability of language services. We develop a school-based language access plan. In our school, we send home all the notices in English and Spanish since the vast majority of the parents prefer them in these two languages. These documents are translated via machine for all other languages as well. Our classes create parent newsletters that are translated into these languages as well. We also offer translation for PTA and any event or meetings that our school is offering to our parents and school community. Our parents have the option of getting messages in their preferred language as well. We have a parent that needs sign language interpretation and we make sure that for every event and meeting, an ASL interpretation form is submitted.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Our school will use parent surveys, PTA meetings and parent workshops to gather feedback from parents on the quality and availability of services. Depending on parent interest, our school is considering conducting a focus group of parents, inclusive of all cultures and languages represented in our school to gather feedback and best practices on how we monitor our translation and interpretation for the school.</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>Something that our school did in order to reach out to parents was to use the Bloomz app which allows many parents to keep in touch and track of what is happening in the school. Bringing translators on the day of PTC and during parent engagement to make sure that everyone can communicate in their preferred language with their child's teacher. Something that needs to be put in place for the next school year is to send the newsletters home in the parents' preferred language not just English &amp; Spanish. This would provide more access to the curriculum and what is happening in the classroom.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

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

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

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



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

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

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

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

## PART A: SCHOOL INFORMATION

Name of school:	PS 84
DBN:	14K084
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	30
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>We will have an ENL after-school program that will be funded with the Title III funds. The purpose of this after-school program is to provide supplemental instruction to our English Language Learners (ELLs) in grades 2-8. This program will be offered to ELLs/MLLs in both ENL and Dual Language Programs. This program will provide additional instruction in English Language Arts as well as Mathematics and support student academic achievement. In English Language Arts, the focus will be on the modalities of reading and writing. Teachers will focus on these areas by teaching a reading skills-based curriculum as well as writing instruction as a response to reading. The writing focus will include instruction in organization, transitional and linking words, as well as supporting claims using evidence. In the content area of mathematics, students will focus on developing computational fluency as well as problem solving strategies. There will also be a large focus on the language required to explain mathematical thinking for constructed response questions. Based on the 2022 NYSESLAT exam, 32% of our ELLs/MLLs scored at the entering, emerging and transitioning levels of proficiency and 1.2% scored at a lower proficiency than on the 202 NYSESLAT. These students will participate in our after-school programs in order to support them in reaching higher proficiency levels. The students who will attend this program are ELLs/MLLs in grades 2-8, from general education classes, Dual Language classes and ICT/MICT classes. The language of instruction will be English. Home language support will also be provided to English Language Learners. The skills and strategies that will be taught in the after-school program will support both language 1 and language 2 progress. Instruction will be provided by 3 teachers who are certified in English as a Second/New Language: Terezia Chlebovcova (ENL teacher), Valentina Djokic (ENL Teacher) and Alison Chan (ENL teacher). The after-school ENL program will take place twice a week for 22 weeks on Wednesdays and Thursdays, from 3 p.m - 4 p.m. starting on November 1, 2022 and ending on April 27, 2023. There will be a total of 44 sessions. We will provide instruction to 36 ELLs/MLLs in the after-school ENL program, in three groups, 12 students each, in grades 2-8, with 1:12 ratio. The students will be grouped by grade and proficiency levels, each group being taught by a certified ENL teacher. Group 1 - grades 2-3 - Terezia Chlebovcova (10 students) Group 2 - grades 4-5 - Alison Chan (10 students) Group 3 - grades 6-8 - Valentina Djokic (10 students) The materials for instruction will be supplemental and distinct from those used for daily instruction. We will use Rehearsing for the Common Core Standards Reading and Rehearsing for the Common Core Standards Mathematics. Also, we will use Finish Line New York ELLs Bilingual Common Core (grades 2-8). Christina Rosario, Assistant Principal, will supervise the ENL remote after-school program. She will maintain agendas and attendance sheets . Ms. Rosario will monitor and document students' progress. She will also ensure that all the notifications and letters for the parents be provided in English and parents' preferred language(s). The agendas, records and attendance sheets will be maintained online, in PS84 Google drive by the supervisor. Ms. Rosario's regular work hours are 7:00-2:45 daily.</p>
<p>Rationale</p>	<p>The rationale for this after-school program is to provide supplemental instruction to our English Language Learners (ELLs) in grades 2-8. This program will be offered to ELLs/MLLs in both ENL and Dual Language Programs.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>ENL students at all proficiency levels in grades two through eight will be served in the after school program.</p>
<p>Schedule and duration</p>	<p>The after-school ENL program will take place twice a week for 22 weeks on Wednesdays and Thursdays, from 3 p.m - 4 p.m. starting on November 1, 2022 and ending on April 27, 2023. There will be a total of 44 sessions.</p>
<p>Language of instruction</p>	<p>The language of instruction will be English. Home language support will also be provided to English Language Learners. The skills and strategies that will be taught in the after-school program will support both language 1 and language 2 progress.</p>
<p>Number and types of certified teachers</p>	<p>Instruction will be provided by 3 teachers who are certified in English as a Second/New Language: Terezia Chlebovcova (ENL teacher), Valentina Djokic (ENL Teacher) and Alison Chan (ENL teacher).</p>
<p>Types of materials</p>	<p>The materials for instruction will be supplemental and distinct from those used for daily instruction. We will use Rehearsing for the Common Core Standards Reading and Rehearsing for the Common Core Standards Mathematics. Also, we will use Finish Line New York ELLs Bilingual Common Core (grades 2-8). Materials that will be used will be at cost to Title III LEP funds and will not exceed 20% of total allocation.</p>
<p>Include any additional details here:</p>	

<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,2,3,4,5,6,7,8</p>

**PART C: PROFESSIONAL DEVELOPMENT**

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>For November 2022 through March of 2023, Title III professional development will be offered to all Title III Program teachers. They will attend monthly sessions on language learning, language objectives and teaching vocabulary to SIFE, and entering and emerging level ELLs/MLLs. The Title III teachers will also work on lessons that will have both linguistic and communicative components essential for the language acquisition of our ELLs/MLLs. These PD sessions will positively impact the progress of ELLs/MLLs, as they are based on essential needs of our ELLs/MLLs (language acquisition, vocabulary building, and focus on all 4 modalities), as well as on the needs of our teachers who have ELLs/MLLs in their classrooms (vocabulary building - Tier I, II and III, and stages of language acquisition - How ELLs/MLLs acquire the language - both native and the English language). The PD sessions will greatly improve the instruction provided to ELLs/MLLs in their classrooms, as teachers will implement the scaffolding techniques and support that will lead to more progressive learning of our ELLs/MLLs, and eventually, their greater independence in the classroom. The PD sessions and workshops will take place once a month on Tuesdays, from 3:00 PM - 4:00 PM, beginning on November 1, 2022 and ending on March 7, 2023. They will be provided by our ENL teachers, Ms. Valentina Djokic, Ms. Terezia Chlebovcova and Ms. Alison Chan. No more than 10% of the total allocation of Title III funds will be used for this component. Below is the schedule of the PD sessions: 1. 11/1/22 - Writing Effective Language Objectives for ELLs/MLLs in K-3 2. 12/6/22 - Writing Effective Language Objectives for ELLs/MLLs in 4-8 3. 1/10/23 - Teaching Vocabulary to Emergent ELLs/MLLs in K-8 4. 2/7/23 - Creating Units of Instruction for SIFE Students K-8 5. 3/7/23 - Scaffolding Strategies for ELLs/MLLs K-8 AP Christina Rosario will supervise the monthly PD sessions. She will maintain agendas and attendance sheets. They will be kept on our google drive. his component is at cost and will not exceed 10% of total allocati</p>
<p>Rationale</p>	<p>These PD sessions will positively impact the progress of ELLs/MLLs, as they are based on essential needs of our ELLs/MLLs (language acquisition, vocabulary building, and focus on all 4 modalities), as well as on the needs of our teachers who have ELLs/MLLs in their classrooms (vocabulary building - Tier I, II and III, and stages of language acquisition - How ELLs/MLLs acquire the language - both native and the English language). The PD sessions will greatly improve the instruction provided to ELLs/MLLs in their classrooms, as teachers will implement the scaffolding techniques and support that will lead to more progressive learning of our ELLs/MLLs, and eventually, their greater independence in the classroom.</p>
<p>Teachers to receive training</p>	<p>Title III professional development will be offered to all Title III Program teachers.</p>
<p>Schedule and duration</p>	<p>The PD sessions and workshops will take place once a month on Tuesdays, from 3:00 PM - 4:00 PM, beginning on November 1, 2022 and ending on March 7, 2023.</p>
<p>Topics to be covered</p>	<p>Below is the schedule of topics to be covered during the PD sessions: 1. Writing Effective Language Objectives for ELLs/MLLs in K-3 2. Writing Effective Language Objectives for ELLs/MLLs in 4-8 3. Teaching Vocabulary to Emergent ELLs/MLLs in K-8 4. Creating Units of Instruction for SIFE Students K-8 5. Scaffolding Strategies for ELLs/MLLs K-8</p>
<p>Name of provider</p>	<p>The PD sessions will be provided by our ENL teachers, Ms. Valentina Djokic, Ms. Terezia Chlebovcova and Ms. Alison Chan.</p>
<p>Include any additional details here:</p>	<p>NA</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <ul style="list-style-type: none"> <li>rationale</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> <li>how parents will be notified of these activities</li> </ul>	Based on feedback from parents of ELLs/MLLs, ongoing support will be provided by our ENL teachers, Valentina Djokic, Terezia Chlebovcova and Alison Chan. They will be conducting bimonthly parent workshops in English and Spanish. For parents attending who do not speak English or Spanish, translation services will be provided in their preferred language. The workshops will take place every other month beginning in November 2022 on Thursdays from 4:00-5:00 PM. The schedule and topics to be covered are as follows: 11/10/22 - Navigating Digital Platforms - presented by A. Chan 1/12/23 - Priority Learning Standards - presented by T. Chlebovcova 3/16/23 - Supporting students in Math, ELA & NLA - V. Djokic & T. Chlebovcova 5/11/23 - Study habits during summer months - presented by V Djokic The workshops will be listed in our monthly calendar, posted on GAMMA, listed in the PTA weekly newsletters and announced via phone blast. Ms. Fernandez will ensure that all the notifications and letters for the parents are provided in English and the parent's preferred language(s). She will maintain agendas and attendance sheets in our google drive. ENL teachers, Valentina Djovic, Terezia Chlebovcova and Allison Chan will be paid per session at cost to Title III.
Rationale	Based on feedback from parents of ELLs/MLLs, ongoing support will be provided by our Parent Coordinator, Dinayomi Fernandez. She will be supported by our ENL teachers, Valentina Djokic, Terezia Chlebovcova and Alison Chan.
Schedule and duration	We will be conducting bimonthly parent workshops in English and Spanish beginning in November 2022 and ending in May 2023
Topics to be covered	The schedule of topics to be covered are as follows: 1. Navigating Digital Platforms - presented by D. Fernandez & A. Chan 2. Priority Learning Standards - presented by D. Fernandez & T. Chlebovcova 3. Supporting students in Math, ELA & NLA - presented by D. Fernandez, V. Djokic & T. Chlebovcova 4. Study habits during summer months - presented by D. Fernandez & A. Chan
Name of provider	The providers for these workshops will be ENL teachers, Valentina Djokic, Terezia Chlebovcova and Alison Chan
How parents will be notified of these activities	The workshops will be listed in our monthly calendar, posted on our BLOOMZ Communication App, listed in the PTA weekly newsletters and announced via phone blast.
Include any additional details here:	Not applicable

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

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

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

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

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

**Directions:**

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

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

<p><b>High Quality and Ongoing Professional Learning:</b> 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>Professional Learning for teachers, administration, staff and paraprofessionals will focus on Social Emotional Learning as well as differentiated Academic Supports and Strategies. The following topics/sessions are included in our Professional Learning Plan: -Leader In Me -RULER - Equity and Culturally Responsive Sustaining Education -Planning for instruction using the NYU CR-SE Scorecard -Case Conferencing -Data Analysis -Developing Subgroups</p>
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#### Part 4: Schoolwide Program (SWP)

<p><b>Transition Plans to Assist Preschool Children (Elementary Schools Only):</b> Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>In order to assist our preschool students in transitioning into the elementary grades, we provide multiple opportunities for students and their families to learn about our school community and meet our staff. We conduct school tours and "Meet &amp; Greets" which provide opportunities to explore our school environment, learn about our programs and meet members of our school community. Preschool students have the opportunity to visit classrooms, the playground and the cafeteria to get a sense of where they will spend their day. Teachers assist students with the process of assembling their lunch trays and carrying them back to the cafeteria tables. Preschool teachers complete articulation forms to support elementary school teachers in getting to know their new students. The forms include strengths, weaknesses, likes, dislikes, supports needed, etc. Elementary school teachers plan together each June to review units of student and curriculum covered during the current school year. They make necessary adjustments for the upcoming school year which will benefit the new students entering.</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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	xx	x	x
Title I, School Improvement 1003(a)	Federal	481,515.00	x	5a,5b,5c
Title II, Part A	Federal	18,705.00	X	5c
Title III, Part A	Federal	12,182.00	x	5a.5b.5c
Title III, Immigrant	Federal	xx	x	x
Title IV, Part A	Federal	xx	x	x
Tax Levy (Fair Student Funding)	Local	5,002,506.00	X	5a, 5b, 5c

## 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.

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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



# APPENDIX 6: SUBMISSION ASSURANCES

## APPENDIX 6: SUBMISSION ASSURANCES

### Submission Assurances

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

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