

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

|             |                     |
|-------------|---------------------|
| DBN         | 21K098              |
| School Name | I.S. 98 Bay Academy |
| Principal   | Maria Timo          |

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

---

#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

#### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 6: SUBMISSION ASSURANCES

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

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

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

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

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

areas may need to be strengthened?

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

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

|                                      |   |
|--------------------------------------|---|
| School Name:                         | The Bay Academy I.S. 98                     |
| District Borough Number (DBN):       | 21k098                                      |
| Grades Served:                       | 6,7,8                                       |
| School Address:                      | 1401 Emmons Avenue Brooklyn, New York 11235 |
| Phone Number:                        | 718-891-9005                                |
| Fax:                                 | 718-646-7250                                |
| School Contact Person:               | Janice Dalton                               |
| School Contact Person Email Address: | jdalton3@schools.nyc.gov                    |
| Principal:                           | Maria Timo                                  |

|   |                  |
|---|------------------|
| United Federation of Teachers (UFT) Chapter Leader:       | John Tutone      |
| Parents' Association President:                           | Suzanna Strimban |
| SLT Chairperson:  | Janice Dalton    |
| Title I Parent Advisory Council Chairperson (PAC):        | N/A              |
| Student Representative(s) Middle /High School:            | N/A              |
| Student Representative(s) Middle /High School:            | N/A              |
| Community Based Organization (CBO) Representative:        | Jacinto Martinez |
| School-Based Students in Temporary Housing (STH) Liaison: | Frank Caiati     |

## **District Information**

|                                  |                                       |
|----------------------------------|---------------------------------------|
| Geographic District:             | 21                                    |
| Superintendent:                  | Isabel Dimola                         |
| Superintendent's Office Address: | 6006 23rd Avenue, Brooklyn , NY 11204 |
| Superintendent's Email Address:  | idimola@schools.nyc.gov               |
| Phone Number:                    | 347-371-0882                          |
| Fax:                             | n/a                                   |

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

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

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

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

| SLT Member Name  | Position and Constituent Group Represented  | Signature |
|------------------|---|-----------|
| Maria Timo       | *Principal or Designee  |           |
| John Tutone      | *United Federation of Teachers (UFT) Chapter Leader or Designee                                   |           |
| Sabina Singer    | *Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President |           |
| NA               | District Council 37 (DC 37) Representative (staff), if applicable                                 |           |
| NA               | Title I Parent Advisory Council Chairperson (or alternate)  |           |
| NA               | Student Representative (Required for high schools)  |           |
| NA               | Student Representative (Required for high schools)  |           |
| NA               | CBO Representative, if applicable   |           |
| NA               | Student Representative (Required for CSI, TSI, Receivership Middle Schools)                       |           |
| NA               | Student Representative (Required for CSI, TSI, Receivership Middle Schools)                       |           |
| Janice Dalton    | CSA   |           |
| Nicole D'Agosta  | CSA   |           |
| Desiree Morreale | Parent  |           |
| Paul LoSpinuso   | UFT   |           |
| Alina May        | Parent  |           |
| Siliva Medina    | Parent  |           |
| Yvette Gindina   | Parent  |           |
| Wei Chen         | Parent  |           |
| Bridget Cuoco    | Teacher   |           |

## **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 |
|------------------|--|-----------|
|                  |  |           |
|                  |  |           |
|                  |  |           |
| John Tutone      |  |           |
| Paul LoSpinuso   | UFT  |           |
| Desiree Morreale | Parent                                     |           |
| Yvette Gindina   | Parent                                     |           |
| Sabina Singer    | PTA President                              |           |
| Wei Chen         | Parent                                     |           |
| Alina May        | Parent                                     |           |

## SECTION 4: SCHOOL SUMMARY

### School Summary

|                                      |  |
|--------------------------------------|--|
| Your School's Accountability Status: | According to the NYSED ESSA accountability designations, The Bay Academy is a school in good standing. |
|--------------------------------------|--|

|  |  |
|--|--|
| Provide your school's mission statement: | We believe that all children can and will achieve their potential and become productive, literate, responsible citizens. We have developed a rigorous program aligned to the New York State Next Generation Standards. We have developed a program of collaborative, coherent instruction which includes working in teams, with parents and the community to provide intensive instruction and enrichment in every area for all our students. This enables all students to be prepared for high school and beyond. |
|--|--|

|  |   |
|--|---|
|  | <p>The Bay Academy for the Arts and Sciences serves a gifted and talented population of students in grades 6-8. IS 98 The Bay Academy's demographic breakdown is as follows. Students are 55% white, 29% Asian, 9% Hispanic, 4% Multiracial, and 2% Black. They all perform above the New York state average for their racial demographic. The school is 54% female and 46% male. 1% are ENL students. 10% are students with disabilities. 54% are economically disadvantaged. The Bay Academy rose to the challenge of bridging the learning gap left over from the Covid-19 pandemic in the 2021-2022 school year. The school successfully transitioned back to in person learning for the 2021-2022 school year where all students and staff were back in the classrooms. Students are placed in a talent area. Every child is involved in an in-depth study of talent concentration. Technology continues to play an important role in interactive instruction and drive student-centered work. Every classroom is equipped with technology for student use. This year we will continue to set aside a significant portion of our budget for i-Ready Instruction which is an online program that assesses students' progress using adaptive diagnostic assessments throughout the school year. It delivers engaging online lessons at each student's level based on results from our online adaptive diagnostic. I-Ready Diagnostic provides a deep, customized evaluation of every student to track student growth and performance consistently and continuously over the year. Students take adaptive diagnostic exams to track their progress and mastery of standards in ELA and Mathematics throughout the school year. This efficiently pinpoints students' needs as compared to traditional assessments. iReady details each student's abilities and areas of need. We have found that the information in these reports provides teachers with an action plan for individual and group instruction as well as the tools to deliver differentiated instruction and ultimately improve student growth. The iReady Diagnostic will serve as our Goal Metric in ELA and Math for the 2022 - 2023 school year. Additionally, we have continued with 2 programs for student performance, Quindew, and Freckle. Quindew is an online reading intervention program designed to help close the achievement gap by focusing on explicit reading instruction using engaging texts and lessons. Quindew is designed to build student confidence and reading skills by meeting them at their reading level. It provides differentiated and personalized support through engaging reading practice with high-interest texts. Quindew keeps students motivated by providing virtual rewards and prizes for their hard work. Freckle is an engaging, standards-aligned practice at each student's unique level. This program is a differentiated, student-led practice in mathematics that engages students through the gamification of rewards and incentives. Freckle works at an adaptive pace to support and enhance student</p> |
|--|---|

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

mathematical practices. We continue to use the CAASS (Comprehensive Attendance Administration and Security System) which is primarily a student tracking and discipline management solution. This system consists of two main applications, a web-based administrative suite known as CAASS Admin, and four ScanStations. Each ScanStation consists of a laptop, cart, barcode-scanning device, and a receipt printer. The purpose of the ScanStations is to record time-stamped entry into school, the lunchroom, and bathrooms throughout the school day. The administration can easily track student attendance and the frequency of students out of class throughout the day for bathroom use. This information is then forwarded to parents/guardians so they can monitor their children as well and we can all work together as a team to ensure each student is not frequently missing classwork and ultimately improving overall attendance record and production in school. In the 2022-2023 school year, we will continue to use the CAASS system monitor and help us obtain our target goal of improvement of our chronically absent students. We will also continue to set a portion of our budget aside for our grading system, JupiterEd, as well as updates, repairs, and maintenance on all technology including iPad, laptops, and SMARTboards. Prior Initiative Programs Continuing in 2022-2023 No One Eats Alone is a student-led lunchtime initiative to combat social isolation. The concept was developed by the organization Beyond Differences, a nationwide program that strives to make all children feel included, valued, and accepted by their peers. This program has been very successful in past school years with many students participating regularly. These students developed new friendships and higher self-esteem through this program and ultimately better socialization skills. This program is critical for targeting students' Social-Emotional needs due to the isolation potentially caused by COVID-19 restrictions, protocols, and circumstances. In 2022-2023, The Bay Academy will expand this program by adding more time, more teachers, and more quiet spaces to create an inclusive community, stopping bullying and empowering the students to make a difference. Rethink Ed - Social and Emotional Learning (SEL) for All Learners We piloted this program in our creative writing and special education classes. Teachers received training through monthly professional development sessions and were expected to integrate grade-specific components of Rethink Ed in their daily lessons. In 2022-2023, we will follow through with these classes seeking a comprehensive solution towards promoting well-being, healthy, confident, successful students. We believe that Rethink Ed SEL develops self-awareness, self-management, responsible decision-making relationship skills, and social awareness and the technology offers flexibility and ease of access and data recording tools tracking progress, behavioral outcomes, learning outcomes, staff training, self-reflection, and surveys. The curriculum is regularly reviewed, updated, and revised based on our students' needs and standards. In conjunction with the Chancellor's initiatives we will be shifting our curriculum across all disciplines to Advanced Literacy with a focus on the following 4 hallmarks: Engaging Text Rich Discussion Frequent Writing Academic Vocabulary and Language In the 2022-2023 school year, we will continue to use the Core Curriculum Grade 6-8 Writing: Educating Powerful Writers as our writing curriculum to bridge the gap that occurred during the pandemic. All teachers will continue to attend weekly scheduled Inquiry Team meetings, where they collaborate, review student work and analyze the school's item skills analysis based on test scores. We also work collaboratively through several partnerships including; Urban Advantage, Spring Concert Series/Brooklyn Borough President, Assemblyman Cymbrowitz Health Fair, NIA's Comprehensive After-School Program, and Cultural After School Program (CASA) in conjunction with Brighton Ballet. The Arts Program continues to be a driving force and a strong focus throughout the school. We believe the arts create a universal language to communicate inner expression which enables all students but especially English Language Learners and students who struggle to communicate verbally or through writing, another means of expression. The arts are an important factor in the development of language, motor skills, decision making, visual and kinesthetic learning, inventiveness, cultural awareness, and improved academic performance. The performing and visual art departments bring rigorous standards and accountability to arts education with the Blueprint for Teaching and Learning in the Arts. The arts department lessons and assessments are also in alignment with the Learning Standard Capacities in English Language Arts and Standards for Mathematical Practice. School involvement in philanthropic endeavors such as Autism Speaks, Breast Cancer Awareness, Breast Cancer Walk, American Heart Association, Toy collection for the pediatric unit of Memorial Sloan Kettering, Jeans for Vets, and pennies for patients for St Jude, has become a successful driving force of the overall academic achievement. The 'buy-in' is outstanding and supported by staff and students. Students work harder to achieve greater results because of this sense of pride, commitment, and integrity. The strength of the Bay Academy is derived from the continuity throughout the school on the continued implementation of the Next Generation Learning Standards in all subject areas, protocols, grading systems, strategies, and communication with parents through JupiterEd, Class DoJo, email, and progress reports. JupiterEd continues to be very successful in our continued efforts for more immediate, precise, and comprehensive communication between teachers and parents. Our goal for our students is to become responsible, well-organized, critical thinkers and problem solvers who are high school ready. The Bay Academy staff and students demonstrated resilience, adaptability, and versatility in the face of the life-changing pandemic. We will continue to rise above the new challenges that 2022-2023 may present. The community has come together over the past two years to meet the needs of its student body and will continue to strive for excellence.

What are the primary digital and/or print curricula/programs used for ELA and Math:

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



| Content Area (Indicate ELA and Math Only) | Grade Band | Digital and/or Print Curricula/Program | Adaptations   |
|---|------------|--|---|
| ELA                                       | 6          | Expeditionary Learning                 | i-Ready, i-Ready Toolbox, Quindew, Audio Version of Texts, Video accompaniment, Flocabulary, Brainpop,                                  |
| ELA                                       | 7          | Expeditionary Learning                 | i-Ready, i-Ready Toolbox, Quindew, Audio Version of Texts, Video accompaniment, Jamboard, Padlet, Scaffolded assignments, Choice boards |
| ELA                                       | 8          | Expeditionary Learning                 | Quindew, Audio Version of Texts, Video accompaniment, Scaffolded assignments, Choice boards, i-Ready lessons for SWD                    |
| Math                                      | 6          | Go Math/ Envision                      | i-Ready, i-Ready Toolbox, Freckle, Pear Deck, scaffolded assignments  |
| Math                                      | 7          | Go Math/ Envision                      | i-Ready, i-Ready Toolbox, Freckle, Jamboard, Padlet, Pear Deck, scaffolded assignments  |
| Math                                      | 8          | Go Math/ Envision                      | i-Ready, i-Ready Toolbox, Freckle, Jamboard, Padlet, Pear Deck, scaffolded assignments  |

## 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) |
|------------------|--|------------------|
|                  |  |                  |

|  |  |   |
|--|--|---|
| 1. Vocabulary                          | <p>SWD Trends: In terms of overall placement, of 176 students, 14% are mid or above grade level. 15% were early on grade level. 14% were one grade level below. 15% were two grade levels below. 38% were three or more grade levels below. 4% have not completed the most recent diagnostic. 29 SWD placed one grade level below within the vocabulary domain, 31 SWD placed two levels below grade level within the vocabulary domain, 62 SWD place three or more grade levels below within the vocabulary domain. ML Trends: In terms of overall placement of 35 students, 9% of students are mid or above grade level. 14% are one grade level below. 17% are two grade levels below. 60% are three or more grade levels below. 5 ML placed one grade level below within the vocabulary domain, 5 ML placed two levels below grade level within the vocabulary domain, 20 ML place three or more grade levels below within the vocabulary domain. All Student Trends: In terms of overall placement of all students, 56% of students are mid or above grade level. 18% are early on grade level. 11% are one grade below. 4% are two grade levels below. 7% are three or more grade levels below. 4% have not completed the most recent diagnostic. Overall 243 students placed one grade level below within the vocabulary domain, 76 students placed two levels below grade level within the vocabulary domain, 106 students place three or more grade levels below within the vocabulary domain. Source: 2022 Window 3 i-Ready Diagnostic</p>   | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve student vocabulary, especially with regard to students abilities to find word meanings on their own. Vocabulary is a priority need as it has a monumental impact on students' ability to comprehend all content areas.</p>  |
| 2. Comprehension of Informational Text | <p>SWD Trends: In terms of overall placement, of 176 students, 14% are mid or above grade level. 15% were early on grade level. 14% were one grade level below. 15% were two grade levels below. 38% were three or more grade levels below. 4% have not completed the most recent diagnostic. 23 SWD placed one grade level below within the comprehension of informational text domain, 17 SWD placed two levels below grade level within the comprehension of informational text domain, 74 SWD placed three or more grade levels below within the comprehension of informational text domain. ML Trends: In terms of overall placement of 35 students, 9% of students are mid or above grade level. 14% are one grade level below. 17% are two grade levels below. 60% are three or more grade levels below. 4 ML placed one grade level below within the comprehension of informational text domain, 7 ML placed two levels below grade level within the comprehension of informational text domain, 21 ML placed three or more grade levels below within the comprehension of informational text domain. All Student Trends: In terms of overall placement of all students, 56% of students are mid or above grade level. 18% are early on grade level. 11% are one grade below. 4% are two grade levels below. 7% are three or more grade levels below. 4% have not completed the most recent diagnostic. Overall 182 students placed one grade level below within the comprehension of informational text domain, 61 students placed two levels below grade level within the comprehension of informational text domain, 152 students placed three or more grade levels below within the comprehension of informational text domain. Source: 2022 Window 3 i-Ready Diagnostic</p> | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve student comprehension of informational text. Students who were disengaged from learning due to the pandemic had a difficult time reacclimating to in person learning and struggled with being able to focus on reading for extended periods of time. In addition, students needed to work on relearning and reinforcing reading comprehension strategies that they neglected during their time learning remotely.</p> |
| Comprehension of Literature            | <p>SWD Trends: In terms of overall placement, of 176 students, 14% are mid or above grade level. 15% were early on grade level. 14% were one grade level below. 15% were two grade levels below. 38% were three or more grade levels below. 4% have not completed the most recent diagnostic. 23 SWD placed one grade level below within the comprehension of literature domain, 25 SWD placed two levels below grade level within the comprehension of literature domain, 68 SWD placed three or more grade levels below within the comprehension of literature domain. ML trends: In terms of overall placement of 35 students, 9% of students are mid or above grade level. 14% are one grade level below. 17% are two grade levels below. 60% are three or more grade levels below. 4 ML placed one grade level below within the comprehension of literature domain, 4 ML placed two levels below grade level within the comprehension of literature domain, 22 ML placed three or more grade levels below within the comprehension of literature domain. All Students Trends: In terms of overall placement of all students, 56% of students are mid or above grade level. 18% are early on grade level. 11% are one grade below. 4% are two grade levels below. 7% are three or more grade levels below. 4% have not completed the most recent diagnostic. Overall 212 students placed one grade level below within the comprehension of literature domain, 61 students placed two levels below grade level within the comprehension of literature domain, 121 students placed three or more grade levels below within the comprehension of literature domain. Source: 2022 Window 3 i-Ready Diagnostic</p>  | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve student comprehension of literature. Students who were disengaged from learning due to the pandemic had a difficult time reacclimating to in person learning and struggled with being able to focus on reading for extended periods of time. In addition, students needed to work on relearning and reinforcing reading comprehension strategies that they neglected during their time learning remotely.</p>         |

**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  |
|----------------------------------|--|---|
| Students with Disabilities (SWD) | 29   | By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) performing at or above grade level will increase 5%, from 29% to 34%, as measured by iReady Diagnostic ELA Proficiency Rating. |
| English Language Learners (ELL)  | 9  | By June, 2023, Elementary/Middle School ELA for English Language Learners (ELL) performing on or above grade level will increase 6%, from 9% to 15%, as measured by iReady Diagnostic ELA Proficiency Rating.   |
| All Students                     | 74   | By June, 2023, Elementary/Middle School ELA for All Students performing at or above grade level will increase 5%, from 74% to 79%, as measured by iReady Diagnostic ELA Proficiency Rating.                     |

**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)  |
|                  |  | Sept/October 2022  |   |   |   |
| Iready           | Overall placement Tier 1                           | 29% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency rating.            | Diagnostic- 29% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency rating.             | Diagnostic- 31% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency rating.             | Diagnostic- 34% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency rating.             |
| i-Ready          | Overall placement - Tier 1 on or above grade level | 9% of students achieving Tier 1 as measured by i-Ready Diagnostic Proficiency Rating             | 9% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency Rating                           | 12% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency Rating                          | 15% of students achieving Tier 1 as measured by Iready Diagnostic Proficiency Rating                          |
| Iready           | Overall placement Tier 1 On or above grade level   | 74% of total population achieving Tier 1 as measured by Iready Diagnostic ELA Proficiency rating | Diagnostic- 74% of total population achieving Tier 1 as measured by Iready Diagnostic ELA Proficiency Rating. | Diagnostic- 76% of total population achieving Tier 1 as measured by Iready Diagnostic ELA Proficiency Rating. | Diagnostic- 79% of total population achieving Tier 1 as measured by Iready Diagnostic ELA Proficiency Rating. |

**Action Planning - August to January**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)            |
|------------|------------|--|
| 09/08/2022 | 01/27/2023 | Use read alouds to increase comprehension in the classroom setting.  |
| 09/08/2022 | 01/27/2023 | Increasing classroom engagement through the use of Class Dojo.   |
| 09/08/2022 | 01/27/2023 | During our daily lessons, engagement in the classroom setting will be addressed by Expeditionary Learning protocols to increase student collaboration. |

**Action Planning - February to June**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)           |
|------------|------------|--|
| 01/30/2023 | 06/27/2023 | All grades will have a nonfiction focus in current curriculum.   |
| 01/30/2023 | 06/27/2023 | During our daily lessons, engagement in the classroom setting will be addressed by Expeditionary Learning protocols to increase student collaboration. |
| 01/30/2023 | 06/27/2023 | Use of interactive learning sites, such as Quindew, to increase vocabulary knowledge and usage.  |

**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) |
|------------|------------|----------------------------|---|
| 09/08/2022 | 06/27/2023 | Community Outreach Program | NIA                                     |
| 09/08/2022 | 06/27/2023 | Parent-School Partnership  | PTA                                     |

|                         |   |
|-------------------------|---|
| Human Resources         | ELA teachers  |
| Instructional Resources | i-Ready, Quindew, Expeditionary Learning, Coach Practice Test books, Class Dojo |
| Schedule Adjustments    | There are eight periods of ELA per week for each student.                       |
| 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) |
|------------------|--|------------------|
|                  |  |                  |

|   |  |   |
|---|--|---|
| <p>Numbers &amp; Operations</p>         | <p>SWD Trends: Out of 172 students, In terms of overall placement, 22% of students are mid or above grade level, 9% of students were early on grade level, 18% of students were one grade level below, 10% of students were two or more grade levels below and 33% of students were three or more grade levels below. SWD struggled the most in Number and Operations, with students two or more levels below grade level and students placing one grade level below. Current ENL: In terms of overall placement, 35 students were tested, 9% of students were placed mid or above grade level, 11% of students were placed early on grade level, 40% of students were placed one grade level below, 6% of students were placed two grade levels below and 34% of students were placed three or more grade levels below. ENL students struggled the most with the Number and Operations domain, students placed on or above grade level, students placed one grade level below, students placed two or more grade levels below. All Students: In terms of overall placement, 1,516 students were tested, 67% of students were placed mid or above grade level, 15% of students were placed early on grade level, 10% of students were placed one grade level below, 3% of students were placed two grade levels below and 4.8% of students were placed three or more grade levels below. Less than 1% of the students did not complete the most recent diagnostic. Source: Spring 2022 i-Ready Diagnostic</p>      | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve numbers and operations skills. The pandemic widened preexisting opportunity and achievement gaps. Some students who had disengaged from school during the pandemic had a difficult time focusing in a classroom environment. Students who move on to the next grade unprepared are missing key building blocks of knowledge that are necessary for success. Basic arithmetic skills &amp; fundamental algebraic thinking are key building blocks that many students are still not mastering as a direct result of the previous years' discontinued learning.</p>  |
| <p>Algebra &amp; Algebraic Thinking</p> | <p>SWD Trends: In terms of overall placement, 122 students, 7% are mid or above grade level. 6% were early on grade level. 13% were one grade level below. 15% were two or more grade levels below. 43% were three or more grade levels below. 16% have not completed the most recent diagnostic. SWD struggled the most in Algebra and Algebraic Thinking, with students two or more levels below grade level and one grade level below. All Students: In terms of overall placement, 1,650 students were tested, 70% of students were placed mid or above grade level, 13% of students were placed early on grade level, 9% of students were placed one grade level below, 3% of students were placed two grade levels below and 6% of students were placed three or more grade levels below. 12% of the students did not complete the most recent diagnostic. Source: Spring 2022 i-Ready Diagnostic</p>  | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve algebra &amp; algebraic thinking. The pandemic widened preexisting opportunity and achievement gaps. Some students who had disengaged from school during the pandemic had a difficult time focusing in a classroom environment. Students who move on to the next grade unprepared are missing key building blocks of knowledge that are necessary for success. Basic arithmetic skills &amp; fundamental algebraic thinking are key building blocks that many students are still not mastering as a direct result of the previous years' discontinued learning. In addition, students needed to work on relearning and reinforcing real world problem solving strategies that they neglected during their time learning remotely.</p> |
| <p>Geometry Vocabulary</p>              | <p>SWD Trends: In terms of overall placement, 122 students, 7% are mid or above grade level. 6% were early on grade level. 13% were one grade level below. 15% were two or more grade levels below. 43% were three or more grade levels below. 16% have not completed the most recent diagnostic. SWD struggled the most in Geometry Vocabulary, with students two or more levels below grade level and one grade level below. Current ENL: In terms of overall placement, 36 students were tested, 28% of students were placed mid or above grade level, 8% of students were placed early on grade level, 28% of students were placed one grade level below, 3% of students were placed two grade levels below and 19% of students were placed three or more grade levels below. 14% of the students did not complete the most recent diagnostic. ENL students struggled the most with the Geometry Vocabulary, students placed on or above grade level, students placed one grade level below, students placed two or more grade levels below. All Students: In terms of overall placement, 1,650 students were tested, 70% of students were placed mid or above grade level, 13% of students were placed early on grade level, 9% of students were placed one grade level below, 3% of students were placed two grade levels below and 6% of students were placed three or more grade levels below. 12% of the students did not complete the most recent diagnostic. Source: Spring 2022 i-Ready Diagnostic</p> | <p>Students and teachers are still working to close the learning gap that occurred as a result of the Covid-19 pandemic. While improvement has been made, there is still more work that needs to be done to improve geometry vocabulary. The pandemic widened preexisting opportunity and achievement gaps. Some students who had disengaged from school during the pandemic had a difficult time focusing in a classroom environment. Students who move on to the next grade unprepared are missing key building blocks of knowledge that are necessary for success. Basic arithmetic skills &amp; fundamental algebraic thinking are key building blocks that many students are still not mastering as a direct result of the previous years' discontinued learning. Vocabulary is a priority need as it has a monumental impact on students' ability to comprehend all content areas.</p>  |

**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   |
|----------------------------------|--|--|
| Students with Disabilities (SWD) | 39   | By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 5%, from 39 to 44, as measured by iReady Diagnostic Math Proficiency Rating. |
| English Language Learners (ELL)  | 20   | By July, 2023, Elementary/Middle School Math for English Language Learners (ELL) will Increase 15%, from 20 to 35, as measured by iReady Diagnostic Math Proficiency Rating. |
| All Students                     | 82   | By June, 2023, Elementary/Middle School Math for All Students will Increase 6%, from 82 to 88, as measured by iReady Diagnostic Math Proficiency Rating.                     |

**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/October 2021   |  |                          |                |
| i-Ready          | Overall placement - Tier 1 - On or Above Grade Level | 30% of students achieving Tier 1 as measured by i-Ready Diagnostic Math Rating                             | Diagnostic - 39% of SWD achieving Tier 1 as measured by the i-Ready Diagnostic Math Rating                                 | 42%                      | 44%            |
| i-Ready          | Overall Placement - Tier 2 - One grade level below   | 67% of Students with Disabilities sub-group achieving Tier 2 as measured by i-Ready Diagnostic Math Rating | Diagnostic #1 - 73% of Students with Disabilities sub-group achieving Tier 2 as measured by i-Ready Diagnostic Math Rating |                          |                |
| i-Ready          | Overall Placement - Tier 1- On or Above Grade Level  | 83% of students achieving Tier 1 as measured by i-Ready Diagnostic Math Rating                             | Diagnostic #1- 85% of students achieving Tier 2 as measured by the i-Ready Diagnostic Math Rating                          |                          |                |

**Action Planning - August to January**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)   |
|------------|------------|---|
| 09/08/2022 | 01/27/2023 | Students will be given pre-assessments before each unit of study to assess what skills and concepts they need additional support in within that unit of study. Teachers will then examine the pre-assessment scores to modify lessons. Using interactive resources such as SMART notebook and G-Suite, will allow for mathematical modeling. Also, incorporate activities into daily lessons such as the use of differentiated partner practice, and interactive programs such as PearDeck and Jamboard, to facilitate collaboration amongst students.          |
| 09/08/2022 | 01/27/2023 | The use of Pearson enVision curriculum in all classrooms. This math program combines problem-based learning and visual learning to deepen students' conceptual understanding and fill in the learning gaps as a result of the pandemic. Lessons start with Problem-Based Learning (PBL), where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts. It's the best way to help kids better understand math ideas. |
| 09/08/2022 | 01/27/2023 | Professional Development opportunities, such as I-Ready, Pearson enVision, Pear Deck, and Google Enterprise, to enhance student engagement and knowledge of mathematical skills.  |

**Action Planning - February to June**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)   |
|------------|------------|--|
| 01/30/2023 | 06/27/2023 | Continue to encourage student collaboration and engagement through the use of Class Dojo. Parents are able to view students' participation progress in all their classes through ClassDojo, and have the ability to interact with the classroom teacher for any questions or concerns they might have.   |
| 01/30/2023 | 06/27/2023 | Use the differentiated instruction and strategies provided in the enVision program to tailor instruction to students' needs. Each lesson combines lesson quick checks, observational assessments, and auto-generated reports to inform teaching. This allows for individualized focus on students' needs with intervention activities and resources for all learning levels. |
| 01/30/2023 | 06/27/2023 | Utilizing interactive learning sites such as Padlet or Google Jamboard for a virtual word wall to assist in increasing students' understanding of mathematical terms, and Freckle to assist with student comprehension and application of mathematical concepts.   |

**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)   |
|------------|------------|--|---|
| 09/08/2022 | 01/27/2023 | Pearson enVision houses multiple resources for families and students to reinforce mathematics skills at home, such as interactive video lessons which guides students through solving real life word problems, with an emphasis on vocabulary and identification of key terms.   | Administration Teachers<br>Pearson enVision<br>Afterschool Enrichment aligned with community<br>Monthly PTA Meetings      |
| 09/08/2022 | 01/27/2023 | Pearson enVision gives families, and building staff the ability to see how each student's mastery of each standard is changing over time with the Scores by Standards Detail report. This report helps identify where along the learning trajectory a student may be struggling. Meaningful, accessible teaching support is available for each lesson through the program which provides flexibility for planning and instruction. | Administration Teachers<br>Pearson<br>enVisionAfterschool<br>Enrichment aligned with<br>community Monthly PTA<br>Meetings |

|                         |  |
|-------------------------|--|
| Human Resources         | Math Teachers  |
| Instructional Resources | i-Ready, Freckle, Imagine Learning, Pearson enVision, EngageNY |
| Schedule Adjustments    | There are eight periods of Math per week for each student.     |
| 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)  |
|---------------------------|--|---|
| Parent                    | According to 2021-2022 NYC School Survey completion results compiled in April, 2022, 74% of Bay Academy parents and guardians completed the survey as measured by The Framework for Great Schools. | This year parents were required to complete the NYC parent school survey form digitally. Typically, parents have the option to complete it on paper or digitally. The final collection date was 4/15/2022.  |
| PTA Attendance            | According to Zoom Meeting attendance reports, the average attendance was 10 parents.   | Because PTA Meetings were conducted virtually using the Zoom platform, parents who would otherwise not be able to be present for PTA meetings were able to more easily attend. This led to an increase in parent participation in the PTA. However, the drawback of the virtual meetings is that families who are at a technological disadvantage had difficulty joining the meetings. Access to technology and reliable Wi-Fi was also a large factor in the ability to join the meetings. There was also a decline in attendance as the year progressed. As parents became more aware of the protocols and procedures, they attended meetings less often. |
| Social Emotional Learning | During the 2021-2022 school year, students were engaged in SEL practices.  | Social emotional learning became a priority during the 2020-2021 school year. Students were programmed for an SEL lesson each week. During the 2021-2022 school year, the return to in person learning overshadowed these lessons. Moving forward there will be an increased emphasis in SEL practices by using ReThink Ed and creating social emotional protocols which will be used in each classroom.  |

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

| Target Population                      | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal  |
|--|--|---|
| Collaborative & Trusting Relationships | 74   | By June, 2023, practices related to Personal Attention & Support will improve 6%, from 74% to 80%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships. |
| Collaborative & Trusting Relationships | 10   | By June, 2023, practices related to Parent Teacher Association involvement will improve 30%, from 10 to 13, as measured by monthly PTA attendance resulting in improved Collaborative & Trusting Relationships.       |
| Collaborative & Trusting Relationships | 0  | By June, 2023, practices related to Social-Emotional Support will improve 90%, from 0% to 90%, as measured by ReThink assessment data, resulting in improved Collaborative & Trusting Relationships.                  |

#### Progress Measures and Targets

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

| Measurement Tool        | Key Performance Indicator   | Quarterly Progress Monitoring Targets |                 |                         |                |
|-------------------------|-----------------------------|---------------------------------------|-----------------|-------------------------|----------------|
|                         |                             | Baseline Data                         | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
|                         |                             | September 2022                        |                 |                         |                |
| NYC School Survey       | NYC School Survey           | 74%                                   |                 |                         | 80%            |
| PTA Meeting Attendance  | PTA Meeting Zoom Attendance | 10                                    | 10              | 12                      | 13             |
| Rethink Assessment data | Rethink                     | 0                                     | 0               | 50                      | 90             |

#### Action Planning - August to January

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



| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)   |
|------------|------------|---|
| 09/08/2022 | 01/27/2023 | Teachers will establish Class Dojo classes to enable parents to take a more active role in their child's behavior and participation in the classroom. This will also foster an additional line of communication between parents and teachers. |
| 09/08/2022 | 01/27/2023 | Parent engagement will take place each Tuesday afternoon allowing for ample time for parents and teachers to communicate about student progress.  |
| 09/08/2022 | 01/27/2023 | JupiterEd is our online gradebook. Parents are able to access student grades and averages at any time. Teacher emails are linked to this site allowing for increased parent communication.  |

**Action Planning - February to June**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)  |
|------------|------------|---|
| 01/30/2023 | 06/27/2023 | Teachers will maintain Class Dojo classes to enable parents to continue to take a more active role in their child's behavior and participation in the classroom. This will maintain an additional line of communication between parents and teachers. |
| 01/30/2023 | 06/27/2023 | Parent engagement will take place each Tuesday afternoon allowing for ample time for parents and teachers to communicate about student progress.  |
| 01/30/2023 | 06/27/2023 | JupiterEd is our online gradebook. Parents are able to access student grades and averages at any time. Teacher emails are linked to this site allowing for increased parent communication.  |

**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) |
|------------|------------|--|---|
| 09/08/2022 | 06/27/2023 | Afterschool Program and Community Outreach       | NIA                                     |
| 09/08/2022 | 06/27/2023 | Partnership between school and parents/guardians | PTA                                     |

|                         |  |
|-------------------------|--|
| Human Resources         | Teachers, Parents, Staff                             |
| Instructional Resources | JupiterEd, Class Dojo                                |
| Schedule Adjustments    | Parent engagement takes place on Tuesday afternoons. |
| 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)   |
|---|---|--|
| Priority needs include all students attendance per period | According to the report from Portal by New Visions, 237 students were considered chronically absent for the 2021-2022 school year.          | September 2021 was the first year all students were back full time in a brick and mortar school setting since March of 2020. This was an enormous adjustment to their routine because it involved more preparation in the morning than merely waking up and signing into their first period class on Google Classroom ( i.e. dressing, eating breakfast, transportation, etc. ). Students also had to adjust to an earlier official start time. The previous school year had the first period beginning at 8:10am. September 2021 changed to an earlier start time of 7:35am. Covid quarantining restrictions also played a role in student attendance. Some students were absent multiple periods for consecutive days due to confusion surrounding the “close contact” quarantining regulations. |
| Priority Needs include all 6th grade students             | According to the report from Portal by New Visions, 76 6th grade students were considered chronically absent for the 2021-2022 school year. | As Bay Academy is a Middle School, spanning grades 6-8, all 6th graders were new to the building. These students encountered a major disruption in the continuity of their education beginning March of 2020 and spanning throughout their entire 5th grade academic year. Upon entering in September 2021, students needed to adjust to the scheduling of Bay Academy. This includes an earlier start time than the majority of elementary schools these students attended prior to middle school, as well as a total change in day to day academic routines. Covid quarantining restrictions also played a role in student attendance. Some students were absent multiple periods for consecutive days due to confusion surrounding the “close contact” quarantining regulations.                |
|   |   |  |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal  |
|-------------------|--|---|
| All Students      | 237  | By June, 2023, Chronic Absenteeism for All Students will Decrease 24, from 237 to 213, as measured by ATS |
| All Students      | 76   | By June, 2023, Chronic Absenteeism for All Students will Decrease 14, from 76 to 62, as measured by ATS.  |

**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/October 2022                |                 |                         |                |
| CAASS, STARS Classroom and JupiterEd for all learners. | Daily attendance of chronically absent students | 237                                   | 237             | 225                     | 213            |
| CAASS, STARS Classroom, JupiterEd                      | Daily attendance for all 6th grade students     | 76                                    | 76              | 31                      | 62             |

**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?)  |
|------------|------------|--|
| 09/13/2021 | 01/28/2022 | Attendance Team- Meets weekly to discuss the chronically absent students and strategies to reduce the number of chronically absent students.   |
| 09/13/2021 | 01/28/2022 | Members of the attendance team are assigned as Success Mentors to each of the chronically absent students with more than 15 days absent. Each member has 4-5 students. The responsibilities include monitoring the daily attendance of their student and following up with the student and parents regarding absences. The mentors will call and send positive messages to their students to reinforce positive attendance data. |
| 09/13/2021 | 01/28/2022 | Communicate with parents via CAASS and Jupiter Ed electronically and via phone calls during Office Hours.  |
| 09/13/2021 | 01/28/2022 | Connect at-risk chronically absent students with school counselors. Counselors will connect with the students and parents/guardians to ensure parents are aware of the absences and understand the educational implications for the student. Counselors will also address the reasons for the student absences and help to develop an attendance plan in conjunction with the student and the success mentor.                    |
| 09/13/2021 | 01/28/2022 | The attendance supervisor will check in with students who are chronically absent. Referrals to school counselors will be made based on reasons for absences. If needed referrals for outside counseling will be made to support the student and families.  |

#### **Action Planning - February to June**

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

| Start Date | End Date   | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)  |
|------------|------------|---|
| 01/31/2022 | 06/28/2021 | Attendance Team- Meets weekly to discuss the chronically absent students and strategies to reduce the number of chronically absent students.  |
| 02/01/2021 | 06/28/2021 | Spirit days have been planned to encourage students to attend classes. Teachers notify students in advance of the upcoming special days. These days were planned to provide motivation for students to attend school. Teachers implement the spirit ideas into their lessons. These days include Crazy Hair day, Mismatch day, National Compliment Day, No One Eats Alone Day, and many others. |
| 02/01/2021 | 06/28/2021 | The attendance supervisor will check in with students who are chronically absent. Referrals to school counselors will be made based on reasons for absences. If needed referrals for outside counseling will be made to support the student and families.   |
| 02/01/2021 | 06/28/2021 | The attendance supervisor will check in with students who are chronically absent. Referrals to school counselors will be made based on reasons for absences. If needed referrals for outside counseling will be made to support the student and families.   |

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

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

| Start Date | End Date   | Strategies/Activities       | Partners/CBOs Leveraged (if applicable) |
|------------|------------|-----------------------------|---|
| 09/13/2021 | 06/27/2022 | Community Outreach Programs | NIA                                     |
| 09/13/2021 | 06/27/2022 | Parent-School Partnership   | PTA                                     |

|                         |                         |
|-------------------------|-------------------------|
| Human Resources         | Attendance Team         |
| Instructional Resources | JupiterEd, STARS, CAASS |
| 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)  |
|--|---|---|
| Well Developed Present Levels Of Performance   | The findings of the School Implementation Team reflect that a quality IEP continues to depend on a well-developed Present Levels of Performance. Conducting a Level 1 Vocational with the individual student is imperative to ensure student voice is present throughout the PLOP. The SIT team also recognizes that the evaluation and assessment portion of the IEP needs improvement due to a lack of participation and authenticity in the remote setting.  | Students and teachers are still working to accurately incorporate student voice in the IEP development process. As a result of students returning to in person learning providing students with a Level 1 Vocational Interview has become easier, however as a result of student deficits responses are not always accurate. While improvements have been made there is still more work that needs to be done for students to advocate for their learning needs/preferences. Teachers are working towards now accurately assessing in person accuracy and data. |
| Measurable Annual Goal Alignment to Curriculum | This portion of the IEP is aligned to the content specific curriculum. The SIT team has noticed that goal setting and time frames have made improvements, however student goals are not specific enough according to the child's needs assessment in the PLOP. A timely examination of progress and student ability is an important part of meeting a child's needs and therefore must be addressed. Goals should be specific to the standards being taught in the unit and reflect the child's strengths and child's abilities in relation to the curriculum. The PLOP should continue to be used to set goals and how students can achieve them. The PLOP is used to guide teachers to plan daily instruction and accommodate as needed for students. | Teachers are too general when writing goals for the IEP that are aligned to the curriculum. Students are still working towards reaching grade level standard goals due to learning gaps from remote learning. Teachers are still working on aligning specific student goals with curriculum standards by utilizing data from daily instruction and information in the PLOP to identify the student's academic needs   |
| Coordinated Set of Transition Activities       | This portion is primarily used with 8th-grade students when transitioning into the high school setting. The SIT team has identified the fact that this page is not detailed enough with student information to properly make an informed decision on the child's future placement in a special education setting. The coordinated set of activities must be based on the student's interests, preferences, needs, and strengths before an informed decision can be made about a new placement.  | The evaluation process of this transitional piece of the IEP needs to be more specific and should have multiple sources. In addition the transition interview should take place in the beginning, middle and end of the year to see how the child has progressed. Parents should also be given a parental vocational interview to have both student and parental voice in the development of Coordinated Sets Goals.  |

**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) | 88%  | By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve creating a well developed IEP that incorporates student voice highlighting their strengths and weaknesses as well as abilities when setting goals and transitional activities. by Increase 5%, from 88% to 93%, as measured by SIT team, IEP review and analysis, SESIS IEP Completion Report . |
| SWD who are 12 and older             | 94%  | By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are 12 and older, we will improve accuracy of appropriate placement in the Least Restrictive Environment for High School Placement by having students complete a Level 1 Vocational Report to accurately set Coordinated Transitional Goals. by Increase 6%, from 94% to 100%, as measured by Coordinated Transition Set Report.              |
| SWD                                  | 85%  | By June, 2023, to strengthen the quality and implementation of IEPs for SWD , we will improve Aligning measurable annual goals with curriculum standards to ensure students reach state standards increasing 5%, from 85% to 90%, as measured by IEP Review and analysis, SESIS IEP Completion Report.  |

### 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                        |   |                          |                |
| IEP Review of PLOP every 2 weeks.                           | Performance Level Indicators for each individual student such as Developing, Advancing, Achieving, Exceeding  | 20                                    | All students with Disabilities that have a reading indication below grade level as evidenced by IEP reviews and Triennial testing as well as iReady diagnostics.  |                          |                |
| IEP Annual Review Report and Coordinated Set Profile Report | All students in grade 8 will participate in a Level 1 vocational assessment to discuss transitional goals for high school and college conducted by the IEP teacher and school psychologist. | 20                                    | All grade 8 students that are transitioning to high school will complete the Level 1 Vocational assessment by their Annual Review to ensure modification and transition to the least restrictive environment. |                          |                |
| Annual Report Goals , IEP Review                            | iReady reports will be reviewed when setting goals to ensure that they are aligned with state standards.  | 100                                   | All Measurable Annual Goals will be reviewed to ensure they are aligned to state standards  |                          |                |

### 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?)  |
|------------|------------|---|--|
| 09/08/2022 | 06/27/2023 | Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment                     | The Special Education supervisor will continually monitor the Linkage Report to ensure all mandates are being met. The Special Education and SIT team will review IEP placement and inquire with teachers and parents if the current placement is still appropriate. |
| 09/08/2022 | 06/27/2023 | Develop appropriately rigorous standards-aligned to student annual goals  | The instructional team will collaborate with the SIT team to create standards-based rigorous goals that align goals with the curriculum and are grade-appropriate for individual student achievement.  |
| 09/08/2022 | 06/27/2023 | Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum | The IEP will be reviewed before finalization by the IEP teacher and supervisor to ensure student voice, appropriate access to general education, and related service support where applicable.   |
| 09/08/2022 | 06/27/2023 | Ensure that programs and services mandated on each student's IEP are delivered  | IEP Teacher and Special Education supervisor will complete 408's and constant IEP reviews along with programming mandates properly in STARS to indicate service delivered appropriately.   |
| 09/08/2022 | 06/27/2023 | Ensure that transition planning is reflective of student needs for all students age 12 and older [Required for all schools with students in 8th-12th grade]       | All teachers completing an 8th-grade students' IEP annual review will conduct a Level 1 Vocational to include transition planning and student voice in the PLOP.   |
| 09/08/2022 | 06/27/2023 | Conduct IEP meetings within specified compliance dates with all required participants to attend   | All IEP meetings will be scheduled and completed a month before the projected annual review compliance deadline. The Special Education Supervisor will review each IEP 2 weeks before finalization can take place.   |
| 09/08/2022 | 06/27/2023 | Monitor referrals to Special Education to ensure appropriate referrals only   | The PPT and SIT Team will carefully collect data from teachers and families to ensure proper recommendations during the Initial Review to support the needs of the students academically and socially.   |

### 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) |
|------------|------------|---|---|
| 09/08/2022 | 06/27/2023 | Afterschool enrichment aligned with community | NIA                                     |
| 09/08/2022 | 06/27/2023 | Monthly PTA Meetings                          | PTA                                     |

|                         |  |
|-------------------------|--|
| Human Resources         | IEP Teacher, Co teachers in ICT classrooms, SETSS services, Special Education Teachers, Related Service Providers ,                                      |
| Instructional Resources | i-Ready, Quindew, Freckle, Pear Deck, iLit ELL, Differentiation, Scaffolded assignments, Lunchtime and early morning tutoring, Academic Recovery Program |
| Schedule Adjustments    | SETSS, Double periods of ELA & Math, Small Group Instruction   |
| Other Resources Needed  | N/A  |

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

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the

criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

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

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

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

| Academic Support Indicate Tier 2 or 3 | Criteria for Determining Service   | Program Type or Strategy  | Service Delivery Model (Small group, one-to-one, tutoring, etc.) | When is Service Provided? (Before, during or after school) | Technology-Based Tool (Indicate Yes or No) |
|---------------------------------------|--|---|--|--|--|
| Tier 2 & Tier 3                       | Students take a preassessment to determine lexile level and performance level. | Quindew   | One to One differentiated instruction                            | During and after school                                    | Yes  |
| Tier 2 & Tier 3                       | Diagnostic 3 times per year  | i-Ready   | One to one instruction   | During and after school                                    | Yes  |
| Tier 2 & Tier 3                       | Students take a diagnostic to determine their mathematical levels              | Freckle   | One to One instruction   | During and after school                                    | Yes  |
| Tier 2                                | Teacher Referral Process   | Morning Tutoring, Small Group Tutoring, Midwinter Recess Tutoring | Small group  | Before, during, and after school                           | No   |
| Tier 3                                | State exam scores, IEP   | AIS, SETSS  | Small group  | During school  | No   |

## Student Social/Emotional Support

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

| Student Social/Emotional Support Indicate Tier 2 or 3 | Criteria for Determining Service | Program Type or Strategy   | Service Delivery Model (Small group, one-to-one, tutoring, etc.)  | When is Service Provided? (Before, during or after school) | Technology-Based Tool (Indicate Yes or No) |
|---|----------------------------------|----------------------------|---|--|--|
| Tier 2 & Tier 3                                       | All students in Tiers 2 & 3      | RethinkEducation Program   | Students will be provided whole group instruction on creating a healthy school climate, and implementing effective behavior plans & interventions to reduce challenging behavior. | Resource will be used during school/ after school          | Yes  |
| Tier 2 & Tier 3                                       | All students in Tiers 2 & 3      | No One Eats Alone          | Small group   | During school  | No   |
| Tier 2 & Tier 3                                       | All students in Tiers 2 & 3      | Social Emotional Protocols | Entire school population  | During school  | No   |

## Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento

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

|  |          |
|--|----------|
| <p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p> | <p>2</p> |
|--|----------|

|   |   |
|---|---|
| <p>Describe the services you are planning to provide to the STH population.</p> | <p>Once Students in Temporary Housing are identified, they are connected with the STH liaisons, the school's counselors, in the building. The STH liaisons hone in on the specific needs of the STH. The STH liaisons use group and one-on-one counseling sessions and consultations to assess and meet the needs of the student. They also provide services that are proactive, appropriate, timely, and responsive for each specific student. Responsive services address academic, personal, social, and career concerns. Services are determined through teacher, staff, self, and parental referrals. Referrals for other school services or community resources are provided on an as-needed basis.</p> |
|---|---|

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

### Parent and Family Engagement Policy

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

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

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

| <p style="text-align: center;"><b>Parent and Family Engagement Policy</b></p>   |
|---|
| <p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. The Bay Academy IS 98, 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-Teacher Association, and are welcomed members of the school community.</p> |

| <p style="text-align: center;"><b>Support for Parents and Family Members of Title I Students</b></p> |
|--|
| <p>The Bay Academy IS 98 is not a Title I school.</p>  |



### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with 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 community. This information will be maintained by the school. In developing the Parent and Family Engagement Policy, 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 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
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). 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
- 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)
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

The Bay Academy IS 98 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, 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;
- 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;
- 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;

### 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 • 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:      | 21       |
| Borough:       | Brooklyn |
| School Number: | IS 98    |

### **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.

| <b>Member Title</b>                               | <b>Name</b>                   |
|---|-------------------------------|
| Principal   | Maria Timo                    |
| Assistant Principal                               | Nicole D'Agosta               |
| Coach   | Karen Goldberg                |
| Coach   | Anna Savarese                 |
| English as a New Language (ENL)/Bilingual Teacher | Jennifer Cerbone              |
| School Counselor                                  | Frank Caiati                  |
| Teacher/Subject Area                              | Mandi Brach/Special education |
| Teacher/Subject Area                              | Jeannine Airo/Math            |
| Parent  | Sabina Singer                 |
| Parent Coordinator                                | Sean Hunt                     |
| Related-Service Provider                          | Mary Tadros/Speech            |

---

### **C. Teacher Qualifications**

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

---

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

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

## 2. Certified Teachers with a Bilingual Extension

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

## 3. Foreign Language/World Language Certified Teachers

|  |  |
|--|--|
| Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]: | N/A we do not teach HLA, nor we do have a bilingual programs |
|--|--|

## D. Student Demographics

|  |      |
|--|------|
| Total number of students at your school (excluding pre-K): | 1486 |
| Total number of current ELLs at your school:               | 36   |
| Total percentage (%) of current ELLs at your school:       | 2.42 |
| Total number of former ELLs at your school:                | 120  |
| Total percentage (%) of former ELLs at your school:        | 9.02 |

## PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

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

|   |    |
|---|----|
| Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))? | No |
|---|----|

### PART III: ML/ELL PROGRAMMING

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

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

|   |   |
|---|---|
| <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>In the stand-alone model, ML/ELL students receive English language development instruction taught by a certified ESOL teacher so that students can receive grade level English language skill instruction , from both an academic perspective as well as a social perspective. Lessons are designed to allow MLs/ELLs to succeed in core content areas using the Next Generation standards, scaffolding techniques, advanced literacies and DOK- leveled questioning. The amount of such services are based on the English proficiency level of each student. Lastly, students are grouped in this setting according to both proficiency level and grade level, when programming permits. When programming interferes with such, we attempt to at least maintain same grade level instruction.</p>   |
| <p>Integrated English as New Language (ENL)</p>   | <p>In the integrated ENL model, ML/ELL students receive core content and English language development instruction, including home language support (i.e. dictionaries, translated subject glossaries, etc.) and grade level scaffolds (i.e. mini-lessons, visual aids, etc.) , directed by a certified ESOL teacher. This is developed through a "push in " model whereby the ENL teacher assists ELLs in subject classes, usually ELA. The ENL teacher meets with said subject teachers on a weekly basis or prior to each instructional unit in order to include any necessary lesson plan accommodations and ESL methodologies/strategies for the MLs/ELLs. These may include: differentiation of instruction, use of multiple modalities, the incorporation of students' native language/culture and the use of technology to garner motivation and student interest.</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>N/A we do not currently have a bilingual education program</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>Bay Academy strictly adheres to the CR-Part 154.2 units of study and staffing requirements. This includes programming our ELLs' instructional units based on proficiency levels. Mandated integrated ELA/ENL units are delivered as per that child's proficiency level. For example, in the integrated ENL model, a current ELL at the expanding level would receive 1 unit of study per week (180 minutes). Additionally, services are provided for by a dually certified ESOL teacher in core subject areas as part of the integrated ENL model. The stand alone ENL program is also based on CR-Part 154.2 mandates and serviced by a dually certified ESOL teacher with no more than two contiguous grade levels at a time. As an example, in the stand-alone ENL program, a current ELL at the entering or emerging stage would receive 2 units of study per week ( 360 minutes).</p> |
|---|---|

|  |   |
|--|---|
| <p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p> | <p>N/A we do not currently have a dual language program</p> |
| <p>In which language(s) is each core content area taught?</p>  | <p>We do not have a dual language program.</p>              |
| <p>How is instruction designed to include both languages?</p>  | <p>We do not have a dual language program.</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>We do not have a dual language program.</p>              |

|   |  |
|---|--|
| <p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p> | <p>N/A we do not currently have a transitional bilingual education program</p> |
| <p>How is the students' home language integrated into instruction?</p>  | <p>We do not have a transitional bilingual education program.</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>The percentage of our ELLs who are newcomers is 22.9% (8). Of these students, none carry SIFE status. Newcomers, as opposed to developing or long-term ELLs, need the most support as they have only zero to three years of enrollment in a NYC public school. In ELA, we provide these students with basic vocabulary and simple sentences and phrases to engage them in the classroom experience and then proceed to review early literacy skills. Services for newcomers include the assignment of a "peer buddy" who shares the same first language. This buddy is asked to assist the newcomer in daily school procedures and acts as a system of support. These newcomers also receive counseling services when needed, increased parental contact and small group instruction during lunchtime. In teaching this subgroup, content teachers are trained to use more dialogue in class, to use more visual aids, and to develop an environment of inclusion, etc. As newcomers, most of these students are required to take the ELA exam (when one year has passed from the time of registration). To ensure their success on this exam, students can visit Brainpop, I-Ready ,Quindew and other such user-friendly technology tools to help them improve their academic English skills. As with all ELLs, newcomers are closely monitored , evaluated and observed by the ENL teacher. For example, each week, the ENL teacher reviews student progress on the child's Jupiter Ed account, checking for poor or improved progress, behavior issues and attendance concerns. Lastly, as with all ELLs, students are offered to enroll in our daily NIA afterschool program which provides academic support such as homework help as well as recreational activities like sports and dance, at no cost. Our goal is to make these children feel safe, supported and comfortable in what may be a new country, a new city and a new school. We want them to not only learn English, but also to make friends and have fun. Often, these students are encouraged to join the "No One Eats Alone" program during their lunch period if/when they are not attending small group instruction. Lastly, these students receive a tour of the building and may engage in short meetings with the staff during "Welcome Back to school" night held in September or during Orientation (6th grade only) in August. Developing ELLs make up 42.9% (15) of our ELL population. To better service this subgroup, the ENL teacher provides small group instruction based on their areas of weakness as outlined on their NYSESLAT score, their posted Jupiter Ed account, or their most recent I-Ready diagnostic exam. For example, the I-Ready diagnostic may show that a developing ELL is having trouble with citing evidence. As such, the ENL teacher will review this topic in a small group setting. During this instruction, the ENL teacher relies on graphic organizers, visual clues and the like to improve students' English language skills. Long-term ELLs make up 34.3% (12) of our ELL population. Our main goal for this subgroup is to see these students reach English proficiency. This is done by working closely with the student's ELA teacher to zero in on those skills the student is most deficient in. In addition, these long term ELLs take part in intensive small group instruction during lunchtime. * data from April '22 EDAT</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 34.3% (12) of our ELLs. We understand that ELLs are not a monolithic group, but instead have different linguistic and academic needs. That being said, services for long-term ELLs obviously differ from those for developing ELLs. Generally speaking, long term ELLs struggle with reading, writing and academic language. As such, we strive to provide these long-term ELLs with the lessons, practices and strategies they need to reach English proficiency. This may include: providing opportunities in the classroom to engage in structured talk, academic talk, using challenging narrative and expository texts to teach comprehension, promoting reading fluency with a focus on vocabulary, drawing upon students' life experiences allowing them to find their voice, etc. * data from April'22 EDAT</p>  |
| <p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>   | <p>Currently, 2.6% (40) of our student population are former ELLs , based on the Spring 2021 NYSESLAT. With the belief that these students may still need language support, we service these students 90 minutes per week for two years after they have passed the NYSESLAT. This is delivered by a certified ESOL teacher who works with said students in a core content area class, usually ELA. The teacher assists the student with the lesson and any assignments or in-class assessments. Additionally, the ENL teacher meets with said subject teacher in advance to review lesson plans so as to ensure that the material is rigorous yet understandable for the former ELL. Also, these former ELLs may receive translated ELA and math glossaries, native language dictionaries and opportunities to attend lunch-time small group tutoring or after-school support through the NIA program. Lastly, the ENL teacher monitors these former ELLs by reviewing their subject area progress on Jupiter Ed, and by conferring with their subject teachers. *data from April '22 EDAT</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 2021 NYSESLAT scores for all test takers (72) are as follows: commanding, 40; expanding, 25; transitioning, 6 , emerging, 1, and entering, 0. When reviewing results of the 2021 NYSESLAT , one trend that stands out is the number of ELLs who scored at the commanding level. We saw that more than half of our ELLs reach commanding status. We were pleasantly surprised by this outcome, taking into account the loss of education brought upon by the pandemic. Another observation we've noticed is that 17 of our ELLs scored at the same level on Spring 2021 NYSESLAT as the Spring 2019 NYSESLAT. Our goal this current school year (2022-2023) is to see less students stay at the same level from one academic year to the next. TRENDS IN MODALITIES: One trend we noticed when reviewing the score results among the four modalities is that most students seem to fair well in the speaking modality. This trend seems to repeat itself each year with most students answering 90% or more of questions correctly. It is in the reading and writing modalities where it seems most students struggle. The above mentioned trends and observations from the 2021 NYSESLAT results will be shared with the the LPT, the SLT, the technology team, the instructional team, and departmental teacher teams in an effort to use such data to drive instruction, plan for any needed curriculum changes, and evaluate parts of the curriculum that are working well or not working well for our ELLs, etc. For example, it may be suggested by the ENL teacher that all subject departments provide for more opportunities for ELLs to speak in class by using the randomizer. Additionally, all departments may be directed to use writing strategies such as as pre-writing, peer editing and the use of open-ended questions. *based on data from the April '22 EDAT</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>After reviewing information and data from the 2021 NYSESLAT and the 2021 state ELA and math assessments, we noticed the following: ELA &amp; NYSESLAT- one transitioning-level ELL scored a "1", five expanding-level ELLs scored a "1" and three commanding-level ELLs scored a "1". Receiving a score of 2 was one expanding-level ELL, receiving a score of 3 was two commanding-level ELLs, and lastly, two commanding-level ELLs scored a 4 on the ELA exam. WHAT WE NOTICED: 1. only commanding students scored a 3 or 4 2. there were no entering students who took the 2022 ELA state exam 3. all ELLs who scored a level 2 were expanding ELLs 4. all transitioning students scored at level 1 MATH &amp; NYSESLAT- two transitioning-level ELLs scored a "1" while three expanding-level students scored a "1". At score level 2, we had two expanding-level students and three commanding-level students. At score level 3, we had one commanding-level student. And lastly, we had seven commanding-level students score at a level 4. WHAT WE NOTICED: 1. only commanding students scored a 3 or 4 2. at the score level of 2, there were only emerging and expanding ELLs 3. all entering ELLs scored a level 1 This important data will be used to drive instruction this school year (2022-2023) and shared with the ELA and math departments as well as the instructional team. *based on data from the April '22 EDAT * none of our ELLs took a regents exam</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>Some trends noticed about at-risk levels of our ELLs include (data retrieved from the April 2022 EDAT): * none are SIFE students * 15 or 42.9% are ELLs with an IEP * 17 ELLs had no change in proficiency level from the Spring '21 NYSESLAT to the Spring '22 NYSESLAT. * only 2 ELLs scored at lower proficiency levels from the Spring '21 NYSESLAT to the Spring '22 NYSESLAT. * 13 ELLs (former and current) have 3 at-risk indicators * most of our ELLs with at-risk indicators are either long-term ELLs (34.3%) or potential long-term ELLs (34.3%) * 14.7 % of our at-risk ELLs scored a level 1 or 2 on the ELA state exam * 13.7 % of our at-risk ELLs scored a level 1 or 2 on the Math state exam * 62 or 65.3% of current and former ELLs had one at-risk indicator * there was no available attendance data on the April '22 EDAT</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>Using the April 2022 EDAT, we have learned that Russian is by far the largest language representation of ELLs at our school; this is followed by Spanish then Urdu, and fourth is Uzbek. We support and value these home languages. As such, bilingual Russian and bilingual Spanish staff members are always willing to assist in translation needs for our ELLs and their parents. Visible in the ENL classroom, the library and several subject classrooms are bilingual dictionaries, novels and translated glossaries for ELA and math in Spanish and in Russian. Our goal is to make all of our ELLs feel comfortable knowing that we do value their first language, their culture and their identity. In September, all staff members are made aware of the contact number for translation and interpretation services so that parents are always kept informed. Furthermore, our online gradebook and website Jupiter ED contains a foreign language function so that messages sent home can be easily translated. Also visible in our lobby is a large poster presented in various languages informing parents/guardians on how to get assistance with school-related matters.</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>The racial and ethnic classification of ELLs at our school as shown in the April 2022 EDAT are as follows: 5 are of Hispanic descent and 30 are of non-Hispanic descent A culturally responsive classroom is evident across the disciplines. This is accomplished through collaborative planning sessions where teachers can discuss the needs of the different cultures in the lesson. The goal is to create a relevant and meaningful curriculum that allows students to feel comfortable and counted. This is imperative for ELL students to transition into the English language without forgetting their native languages. Learning about the students by conducting a survey or interview is the first step. Integrating relevant word problems, present new concepts by using student vocabulary, deliver different forms of content through learning stations are some strategies that ensure a culturally responsive classroom.</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>Spring 2021 NYSESLAT results among ELLs with IEPs show that those with an IEP flag scored in the following manner: entering = 0, emerging = 0, transitioning =2, expanding =12 and commanding = 18. Amongst those with no IEP flag, the scores were as follows: entering = 0, emerging =1, transitioning= 4, expanding = 13, and commanding = 22. What I believe impacts the results for this subgroup , in the case with lower score results, is the child's lower reading level and perhaps a particular learning disability. In the case with the higher result scores , we would attribute that to a staff who diligently differentiates each lesson, the ENL teacher who closely monitors all ELLs, particularly those with IEPs, the rigorous ELA curriculum, the early introduction of the Next Generation standards, etc. In closely reviewing a more detailed picture of the ELL subgroups (newcomer, developing, long-term) and their 2021 NYSESLAT score results, we noticed the following: 25 or 34.7% of the ELLs scored at the expanding level, 6 or 8.3% at the transitioning level, 1 or 1.3% at the emerging level and 40 or 55.5% at the commanding level. * we do not have any SIFE students * data provided for by the April '22 EDAT</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>When developing the school's instructional design, the LPT and school leadership team works to incorporate strategies and new initiatives into staff-presented workshops and PDs that will ultimately serve all students, including MLs/ELLs. Before choosing content, instructional materials and specific skills to be studied, the leadership team contemplates the text rigor, variety of sentence structure, and vocabulary level of such content. Once these skill levels are determined, the team will then create ongoing professional development to guide teachers to plan with these skills in mind. The team creates bulleted checklists and ELL strategies that can be utilized in all discipline areas. A survey is conducted each trimester to allow teachers to request strategies for particular students in their classes. Adjustments will be made according to classroom assessments as well as milestone iReady diagnostics.</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>Content area instruction is delivered in our integrated ENL program and stand-alone ENL program through English only. All lesson are required to be differentiated and they must also utilize the cooperative learning method so that instruction is comprehensible and therefore enriches language development. Additionally, all subject teachers are mandated to utilize DOK methods in all lesson plans, and they must also include a visible daily language objective. Our ENL teacher is dually certified (ESOL and social studies), and is therefore able to further enrich instruction by adding historical context to many of the assigned novels, short stories, etc. And finally, to meet the demands of the Next Generation standards, our ENL teacher and all staff members as well, have attended (and will continue to attend) "Next Gen" training sessions, Next Gen PDs, weekly departmental teacher team meetings and the like in order to stay abreast of evolving curriculum changes. ELL instruction is differentiated to meet the learning styles of all ELL students and to meet their language and learning targets as well. Using visual clues is but one example of how accommodations are used to make content comprehensible. The CLOSE reading technique, scaffolding the text, chunking the text, popcorn read, exit/entrance slips and many other ELA protocols are used with reading passages/texts in all subject areas in order to engage students and encourage increased participation.</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>Teachers of MLs/ELLs use the following strategies to provide access to academic content areas and accelerate English development: read/reread activities, visual aids, verbal activities, tactile aids, differentiation of instruction, etc. Instructional grade level materials used to achieve the aforementioned goals include specialized content area text from approved special education texts, chosen by the ENL teacher alongside a special education teacher. Also used are the following: audio supports, sentence frames, compare and contrast writing form, stop and jot, and, lastly, jot, pair, share. In addition, MLs/ELLs are mainstreamed into talent areas and into at risk general education settings to gradually increase progress rates. Ultimately, the goal is to move these students into the least restrictive environment. Technology used to support this goal include: Jupiter Ed, Class Dojo, IReady, and smartboard-based interactive lessons. Finally, all of our staff members employ the use of expeditionary learning techniques, the DOK and UDL. Lastly, native language dictionaries are available in all classrooms that are used to service current and former MLs/ELLs. More specifically, teachers of MLs/ELLs with IEPs use Moby Max. This program covers all subject areas, provides for assessment of math and reading levels, provides test prep for state exams and is designed to include students with IEPs. We also make use of Kiz Phonics for our lower performing ELLs who need assistance and practice with phonemic awareness and phonemic development. Finally, in a move to improve vocabulary skills among all students, our school will continue to focus on Hallmark 4 as part of the advanced literacy initiative. With this, teachers focus not on trying to teach as many words as possible but rather focus on a small set of high- utility academic words that students will definitely need and use frequently.</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>To meet the diverse needs of ELLs with IEPs in the least restrictive environment, our scheduling is based on need, IEP accommodations, and CR-Part 154 mandates. Specifically, the Language Proficiency Team reviews the clinician management needs part of the IEP as well both standardized test scores and evaluation scores such as the Woodstock Johnson Reading Evaluations. Also, ELA and math teachers use IReady, an analysis tool that ensures scheduling and flexibility so that ELLs with IEPs achieve their IEP goals. And lastly, this past school year, ELA and math teachers used two web-based programs to strengthen skills that may have been lost due to remote learning during the pandemic. These are known as Quindew/Quindew EL (weekly reading practice) and Freckles (which differentiates instruction across math, ELA, social studies and science) These tools will be continued to be used in the upcoming school year.</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>ELL students are formatively and summatively assessed daily. Teachers create skill specific assessments to address understanding and progression. iReady is the formal diagnostic tool used 4 times throughout the year. The skills are rated and then break down the weaknesses through strands. Once an ELL student passes out of a category, the teacher can then adjust and shift the focus to higher-level concepts. iReady is also assigned weekly as a homework assignment to strengthen student weaknesses.</p>   |
| <p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p> | <p>Through the use of feedback from departmental teacher teams, the targeted ELL population (in all subgroups) receives intervention strategies in all content areas. In the Fall, all subject teacher teams choose a list of struggling ELL students to monitor and evaluate throughout the school year so that they can provide additional instruction and attention to such students. If successful, these strategies are implemented throughout the entire ELL population in content area instruction. Delivered in English, these intervention services include small group instruction as carried out via an ELA's teachers professional assignment, and after school enrichment programs.</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>N/A</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>To guide instructional planning of our ELLs, we use a variety of formative assessments, depending on the content area in questions. Such formative assessment tools are chosen by teachers, based on student need and determined by state assessment results. What follows are just some examples of such assessments used in each department. We have learned that some types of formative assessments are better suited for particular content areas, yet they are also interchangeable. The choices we make for formative assessment tools used at our school are also based on results of weekly teacher team discussions, student performance and iReady diagnostic results. ELA/ENL: partner quiz, think-pair-s hare, class polls, exit/entrance slips and chalkboard splash Math: 3-2-1 exit ticket, four corners, learning log and partner quiz Science: P-E-O chart, misconception check, and extension projects Social studies: compare/contrast matrix, turn and talk , fist to five and take a stand Latin: thumbs up thumbs down, "temperature" checks and gallery walks</p> |

|  |  |
|--|--|
| <p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>   | <p>We do not evaluate our MLs/ELLs in their home language. Local and state assessments are given in English. In the event that a newcomer at the emerging level speaks little to no English, we would seek, in advance, written translations services for that assessment.</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>To evaluate the effectiveness of our ML/ELL programs, our school relies on various types of summative assessment tools. One such assessment tool is the IReady diagnostic. With this tool, teachers will administer three diagnostic assessments throughout the school year (September, mid-year and in late April) in order to evaluate students' levels in specific domains and their overall progress in ELA. This computer program levels students' reading/writing ability in the different strands of ELA content. For every ten lessons a student completes in IReady, teachers then administer a mini- assessment focusing on specific ELA strands and then levels the student to show whether or not their level increases, decreases or stays the same. This enables our staff to identify students' strengths and weaknesses. When a teacher notices that a student is making poor progress, that student may be recommended for AIS in the way of small group instruction during lunch and/or a parent recommendation for homework help in our daily, all school year long after-school program, NIA, free of cost. Other summative assessments include: rubrics, checklists, extension projects, unit exams/quizzes, state exam results, including the NYSESLAT, and lastly final essays. These tools help evaluate student learning at the end of an instructional unit or at the end of a school year. Such assessment results are then used for curriculum planning and to drive instruction.</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 the following staff members: the ENL assistant principal, the assistant principal of testing, the the certified ENL teacher, a special education teacher, a general education teacher and the parent coordinator. The plan begins with the ENL teacher who attends an annual NYSESLAT training session, and then turnkeys the training to a special education teacher and a general education teacher. The latter will be responsible for scoring the writing section of the exam. Two teachers are trained in the event that one is absent or falls ill. The teachers scoring the writing section receive the handbooks on scoring the writing section to familiarize themselves with the proper procedures and scoring guides. It is the ENL teacher who is required to send home parent letters in advance of the test informing parents of testing dates and where parents can obtain more information on the exam. It is also the ENL teacher who administers the exam. During this process, the testing assistant principal assists in ordering the exams, printing/scanning answer documents and ultimately packs up these secure tests. The ENL assistant principal oversees the entire process while the parent coordinator is kept up-to-date with testing information should he receive parent inquiries. NYSESLAT testing takes place during the school day, but must not interfere with mandated services during the testing period. In order to achieve this, the ENL teacher administers the exam during lunch and gym periods only, thus not interfering with a ENL's mandated service minutes.</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>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy , allowing auditory learners to listen audio books, or allowing kinesthetic learners to take part in a gallery walk. ELLs with IEPs have access to and engage with grade level content by way of the following: appropriate leveled grouping techniques, assurance that accommodations are being met, physical objects for modifications always be made available, proof that each teacher has read the children's' IEPs, etc.</p> |
|---|--|

|   |   |
|---|---|
| b. SIFE   | <p>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy , allowing auditory learners to listen audio books, or allowing kinesthetic learners to take part in a gallery walk. Our instructional plan for SIFE students includes intensive ELA tutoring during the lunch period: small group instruction with an ELA teacher trained in using ENL methodologies. In addition, the ENL teacher would also increase communication on a regular basis with the subject teachers of SIFE students to determine specific areas of strengths/weaknesses. As with all students, SIFE students are encouraged to participate in all after-school activities which includes but is not limited to ELA review/test prep and homework help. Differentiation of instruction is provided to SIFE students in all subject areas, particularly in ELA where the ENL teacher assists these students with their language acquisition skills. Our school strictly adheres to the use of the DOK levels. All teachers must apply these concepts into their daily lesson plans. Additionally, SIFE students are paired with peers who speak the same home language, receive social emotional support from the guidance team and are exposed to their home language as a tool to access content whenever feasible.</p> |
| c. Newcomer   | <p>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy , allowing auditory learners to listen audio books, or allowing kinesthetic learners to take part in a gallery walk. ELLs, who are classified as newcomers, are assigned a buddy student who shares the same first language. In addition, these newcomers receive counseling services and small group instruction. As newcomers, these students must take the ELA state exam after one year from the time of registration. To ensure their success on this exam, students can visit Brainpop ,Quindew, Freckle, Engage NY, and other such user-friendly tools to help acclimate them into academic English. As with all ELLs, newcomers are closely evaluated/observed by the ENL teacher throughout the year.</p>  |
| d. Developing   | <p>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy , allowing auditory learners to listen audio books, or allowing kinesthetic learners to take part in a gallery walk. For developing ELLs, our ENL teacher provides small group instruction based on their area(s) of weakness as outlined by their NYSESLAT scores and posted results on Jupiter Ed. and IReady. During small group instruction, the teacher relies on graphic organizers, visual clues and the like to improve students' English language skills.</p>  |
| e. Long Term  | <p>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy, allowing auditory learners to listen to audio books, or allowing kinesthetic learners to take part in a gallery walk. For long term ELLs, our main goal is to have these students reach a proficiency level as soon as possible. This is done by identifying their areas of weakness in ELA and then work specifically on these skills. The ENL teacher, as always, remains in close contact with said students' subject area teachers for constant feedback. And finally, long term ELLs take part in intensive small group ELA instruction during the lunch period.</p>  |
| f. Former ELLs up to two years after exiting ELL status   | <p>All ELL subgroups are exposed to rigorous differentiation of instruction in each subject class as part of a school-wide initiative. Differentiation can take many forms such as : student grouping based on learning styles, adjusting lesson plans to meet student need, using Bloom's taxonomy , allowing auditory learners to listen audio books, or allowing kinesthetic learners to take part in a gallery walk.: Former ELLs are closely monitored even though they have reached a status of proficient. These students receive state mandated state testing accommodations, extra time on classrooms exams in all subject areas, monthly meetings with the ENL teacher, and integrated ENL services (90 minutes per week) provided for by a certified ENL teacher for two years after testing out of ENL. These students may also be considered for small group instruction during the lunch period and an invitation to attend the daily NIA after-school program where they can take a variety of academic and non-academic classes. During the integrated ENL periods, all subject teachers have been trained in using the UDL in order to ensure that lesson content designed to accommodate all learners.</p>  |
| 2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?  | <p>Home language support is provided to all of our ELLs in both the stand-alone ENL and the integrated ENL programs by way of native language dictionaries, native language novels and translated glossaries for both ELA and math. We do not assess our ELLs in their home language. * We do not have a DL or TBE program.</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>At this time, Latin for English is the only language offered to all members of our student community. The main focus of our Latin program is to improve students' skills in word etymology, vocabulary enrichment, English-Latin word connections and CLOSE reading skills. We prepare our students to obtain the NYS Seal of Biliteracy upon high school graduation by introducing them to the foundations of the Romance language electives they will choose from in HS by supplying with a strong three-year foundation in Latin for English.</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 overall mission and goal for each ML/ELL developed by the LPT is to constantly discuss, incorporate and adjust the academic, social emotional needs of these students. Every professional development session, presented to all staff members, addresses the needs of the MLs/ELL's. This year the social and emotional initiative has been at the forefront of meeting our students' needs. The Bay Academy has been presenting the web based program "Rethink" to incorporate coping skills and mental health into the daily life at The Bay Academy. The staff and administrators have had weekly planning sessions with the representative from the company to allow us to utilize this program with struggling students. This will continue into the upcoming school year to help students transition into a "normal" school year. Some professional development topics we are planning for the 2022-2023 school year include: Next Generation standards, data-driven decision making, social emotional learning, and learning about loss of education and skill regression created by the pandemic.</p>  |
| <p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p> | <p>Because our current ELL population is usually under 25 (with the exception of this year, we have 35 due to the pandemic and cancellation of the 2020 NYSESLAT), individual teachers may receive training directly from the ENL teacher as per their professional assignment to work with ELLs as they transition from elementary to middle school. These teachers may provide the transitioning student with pertinent information about the school, one on one tutoring, etc... This satisfies the mandated 15% of total PD hours for non-ENL/bilingual teachers. Since 2015, PD has been offered to all staff members on a weekly basis. Topics for PD may include ENL methodology, academic language acquisition, advanced literacies, the ELL identification process, servicing ELLs in a (potential) remote learning environment, NYSESLAT information, and general teaching techniques for ELL students in the content area. Detailed records are kept/recorded by the ENL teacher along with the payroll secretary who keeps original records in teachers' files. These records include attendance, agendas and any distributed materials. These PDs satisfy the 50% of total hours for ENL/bilingual teachers. When they do not, said teachers may attend PDs or training sessions out of the building that count toward this requirement.</p> |

## **Strong Family-Community Ties**

|  |   |
|--|---|
| <p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>   | <p>Families are the connection between the home and the school to ensure continuity. Efforts to engage diverse parent groups must be authentic and meaningful. The team starts with a deep dive of our demographics. We ask the questions, what values, and interests are in the forefront of our goals? The Bay Academy supports authenticity by intentionally fostering a welcoming, inclusive environment where families see reflections of themselves, work to engage firsthand resources such as including bilingual staff members to communicate with students' families. When decorating the school we incorporate visuals, graphic organizers, and translated or icon-based cheat sheets for potentially unfamiliar terminology (for example, immunizations, English language development services). Additionally, our school hosts monthly PTA meetings, parent workshops and various evening events throughout the school year, i.e. concerts, shows and dances. Parents are invited to and are encouraged to attend such events affording them the opportunity to meet staff members and socialize with other parents in order to share information.</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>To provide annual individual meetings with ELL parents to discuss program goals, language development progress, language proficiency assessment results and language development needs, our ENL teacher is able to plan for individual meetings. At this meeting, usually held mid-year, our ENL teacher reviews student progress in all subject areas (as seen on Jupiter Ed) , discusses a breakdown of the previous year (as well as previous years) NYSESLAT results, and highlights student need as identified by formal/informal classroom assessments and observations. Additionally, the ENL teacher receives feedback from subject teachers and shares that information with the parent. When the need arises, translations services are made available to ELL parents during the meeting. Documentation of such a meeting would be kept on file with the ENL teacher and school secretary ) agenda, attendance, etc.</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>N/A</p> |
|--|------------|

## **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>Newly enrolled ELLs receive a tour of the building, a buddy partner who speaks the same first language, a teacher “coach”, a map of the school, an academic planner and access codes for both Jupiter Ed and the NYC Schools Account program. These students are invited to attend school functions/activities, small group instruction, and to join the NIA after-school program which offers a multitude of academic and extra-curricular classes at no cost. Some of these NIA classes include sewing, cooking, dance and drama production. Prior to the start of the school year, newly enrolled ELLs may visit our school and meet with the ENL teacher and other available staff members and administrators during the August orientation. Present at this orientation would also be the guidance counselors and Parent Coordinator. The purpose of this orientation is to allow the student to feel comfortable at our school prior to the start of the school year and to also become acquainted with the school building. This event is very-well attended by students, parents and staff members. If a student cannot attend Orientation, a similar event is held in September, known as “Welcome Back to School Night”. In addition, our school offers all students the following: annual grade trips, school dances, after-school concerts/talent shows, student government, honor societies, No One Eats Alone, teacher monitor positions, 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 school's identification team include: a certified ESOL teacher, the pupil accounting secretary, the Assistant Principal of ENL, and a bilingual parent representative. The ELL identification process may occur year-round, and must be completed within 10 days from student enrollment. Parents are informed that translation services are available throughout this process. This process begins with the administration of the HLIS ( home language identification survey) given by the ENL teacher. If the ENL teacher is absent or teaching, we have a trained teacher with TESOL certification who can assist in the identification process. If the student's home language is English, the process ends. If it is not English, the student will then be interviewed individually by the school's ENL teacher. If, at this juncture, English is determined to be the student's primary language, the process ends. If the student shows his/her primary language is not English, he/she is then administered the NYSITELL exam by the ENL teacher. If the student demonstrates proficiency through this exam, he/she is not considered an ELL. However, if the student shows proficiency lower than commanding, he/she is declared an ELL and immediately serviced according to CR-Part 154 while the parent is given an ELL program placement form. In the next step, a parent orientation is held for the parents of newly English language learners. This entire ELL identification process is subject to review should there be an instance of initial ELL misidentification. Lastly, exit criteria is used to determine when a child exits out from ELL status. Typically, this can be achieved through a commanding score on the NYSESLAT.</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 |
|------------|-----------|---------------------|--|--|-------------|
| Nicole     | D'Agosta  | assistant principal | during the 2017-2018 school year   | yes  |             |
| Jennifer   | Cerbone   | ENL teacher         | during the 2019-2020 school year   | yes  |             |
| N/A        |           |                     | -  | -  |             |
| N/A        |           |                     | -  |  |             |

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

| First Name | Last Name | Title |
|------------|-----------|-------|
|            |           |       |
|            |           |       |
|            |           |       |

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

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

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

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

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

| Language      | Written Preferred | Percent Written | Oral Preferred | Percent Oral |
|---------------|-------------------|-----------------|----------------|--------------|
| Albanian      | 3                 | 0.14            | 3              | 0.14         |
| Armenian      | 3                 | 0.14            | 1              | 0.05         |
| Arabic        | 8                 | 0.36            | 9              | 0.41         |
| Azerbaijani   | 2                 | 0.09            | 2              | 0.09         |
| Bengali       | 9                 | 0.41            | 11             | 0.5          |
| Bulgarian     | 2                 | 0.09            | 2              | 0.09         |
| Chinese (any) | 305               | 13.78           | 258            | 11.65        |
| Cantonese     | 3                 | 0.14            | 43             | 1.94         |
| Georgian      | 5                 | 0.23            | 5              | 0.23         |
| Hebrew        | 1                 | 0.05            | 2              | 0.09         |
| Korean        | 3                 | 0.14            | 3              | 0.14         |
| Mandarin      | 1                 | 0.05            | 30             | 1.36         |
| Malayalam     | 0                 | 0               | 0              | 0            |
| English       | 1336              | 60.34           | 1273           | 57.5         |
| Punjabi       | 0                 | 0               | 1              | 0.05         |
| Polish        | 2                 | 0.09            | 2              | 0.09         |
| Portuguese    | 1                 | 0.05            | 0              | 0            |
| Romanian      | 1                 | 0.05            | 1              | 0.05         |
| Russian       | 292               | 13.19           | 321            | 14.5         |
| Rwanda        | 0                 | 0               | 0              | 0            |
| Senufo        | 1                 | 0.05            | 1              | 0.05         |
| Spanish       | 125               | 5.65            | 128            | 5.78         |
| Tamil         | 0                 | 0               | 0              | 0            |
| Turkish       | 4                 | 0.18            | 4              | 0.18         |
| Urdu          | 75                | 3.39            | 80             | 3.61         |
| Ukrainian     | 12                | 0.54            | 12             | 0.54         |
| Uzbek         | 13                | 0.59            | 13             | 0.59         |
| Vietnamese    | 1                 | 0.05            | 2              | 0.09         |

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



| <b>Language</b> | <b># of Staff to Help with Written Translation</b> | <b># of Staff to Help with Oral Interpretation</b> |
|-----------------|--|--|
| Russian         | 4  | 3  |
| Italian         | 5  | 5  |
| Arabic          | 6  | 6  |
| French          | 1  | 1  |
| Urdu            | 2  | 2  |
| Romanian        | 1  | 1  |
| Portugese       | 1  | 1  |
| Spanish         | 2  | 2  |
| Turkish         | 1  | 1  |
| Cantonese       | 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>Part III of the Home Language Identification Survey (HLIS) and informal student and parent questionnaires allow us to assess the language needs of our parent community. Language survey forms, sent out biannually by the ENL teacher, are reviewed to see which languages are spoken in our students' homes. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Finally, emergency blue contact cards are checked as they contain parent language preference, both written and oral. The Parent Coordinator (PC) along with the ENL teacher works to provide pertinent forms/letters in the ENL parent's native language, and uses translation services to provide information to those ELL parents when needed. In addition, our PC creates a welcoming environment by individually greeting parents during school visits/tours and by helping parents during Parent Teacher Conference to complete the NYC DOE parent surveys. The PC is also a key part of annual end-of-year meetings with the principal, assistant principal and invited ELL parents to discuss information about the upcoming school year. The school messenger outreach system is also used by the school to relay important messages/announcements via phone to ELL parents in their native languages. During parent engagement on each Tuesday afternoon throughout the school year, parents are invited to participate in workshops to help understand their child's academic day and how to support their child at home, all given in the parent's native language when requested. Additionally, ATS reports such as the Parent's Preferred Language Report ( RCPL) help us to identify and assess language preferences among the parents at our school. A second ATS report used to assess language preferences of our parent community is the RHLA, the home language aggregation. Finally, combined, the PTA and about one-third of our staff members constitute a mixed demographic and they volunteer at school events to help translate when the need arises.</p> |
|---|---|

## 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.  |
|-----------------|---|--|
| ID badge notice | September                               | <p>This is just a small sampling of the many documents our school typically disseminates each year that may require translation. Documents needing translation are forwarded, in advance, to the DOE translation/interpretation unit by the ENL teacher or AP. To ensure that critical documents are translated into the languages of our school families, we rely on the RCPL report from ATS. This guides us in determining which languages are prevalent among our student population so that translated documents will be ordered. On occasion, staff members and volunteers help to provide written translation services. Additionally, our school has also purchased VARIQUEST Poster Printer Maker to enable the administration and Parent Coordinator to physically enlarge important information deemed as helpful to parents. Every effort is made to translate the documentation in the preferred language of our parent/student population as assessed in our school survey and other related documents or ATS reports. These posters are displayed in our Parent Information Center located in the main lobby and on the Parent Coordinator's bulletin board. We believe that by providing this information to parents in their home language will help to increase potential parent involvement. All parents that have students with disabilities are provided with IEP informational notices in advance and translated into their preferred language if that is not English. This allows the special education team to prepare for the meeting to ensure that parents are well-informed about their child's special education mandates. In addition, all key letters sent home are notated with a message in various languages stating that said letter contains important school information. Our school also communicates through the school messenger which will send important phone messages home in the parent's preferred language to allow parents to be informed of upcoming events, important dates and general school information. In the event that our staff needs to translate low-incidence languages, we would rely on both the over the phone translation services offered by Linguistica International or the various language translations apps such as google translate, Microsoft translator and iTranslate.</p> |

|                                  |                           |           |
|----------------------------------|---------------------------|-----------|
| cell phone policy                | September                 | see above |
| discipline code                  | September                 | " "       |
| Chancellor regulations           | September                 | " "       |
| ENL parent notifications letters | September                 | " "       |
| HLIS                             | upon student registration | " "       |
| student lunch forms              | September                 | " "       |
| IEPs/IEP meetings                | when needed               | " "       |
| prior written placement packages | various dates             | " "       |
| school calendar                  | various dates             | " "       |
| medical documents                | various dates             | " "       |
| school initiatives               | various dates             | " "       |
| state testing information        | Spring                    | " "       |
| HS admission information         | various dates             | " "       |
| open house information/PTC       | Fall & Spring             | " "       |
| graduation news                  | various dates             | " "       |

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.  |
|------------------------------|-----------------------------|--|
| Welcome Back to School night | September                   | To provide interpretation services for these face-to-face meetings, our entire staff is informed of the services offered by the DOE office via over the phone interpretation's contracted translation services at Linguistica International. At any and all meetings, interpretation services are provided by the above mentioned office or through willing and available bilingual staff members. For the meetings I listed to the left, letters are sent home to inform parents/guardians of such meetings. Letters are sent home in English, unless otherwise requested or noted. Our school does use the Office of T & I to translate any such letters when the need arises. Language information on the blue emergency contact card and the RCPL report also allows us to determine which written languages are preferred by parents. In addition, available bilingual staff members are asked to attend these meetings to provide translation when needed. Our top four most widely spoken languages at Bay are English, Chinese, Russian and Spanish. Prior to the aforementioned meetings, we make certain bilingual staff members (as well as PTA members) of these languages are available to meet parents' language needs or we set up an appointment with Geneva Worldwide for face-to-face interpretation. These meetings occur throughout the school year, and are always planned in advance. Announcements of such events are noted on the school website and/or through letters sent home. Lastly, parents are given an "I speak" card identifying their preferred language. They are able to bring this card into the school at any time to receive assistance. In the event that our staff needs to translate low-incidence languages, we would rely on both the over the phone translation services offered by Linguistica International or the various language translations apps such as google translate, Microsoft translator and iTranslate. |
| grade orientations           | September                   | see above  |
| Open House                   | November                    | " "  |
| ENL parent orientation       | September                   | " "  |
| Fall PTC                     | November                    | " "  |
| Spring PTC                   | March                       | " "  |
| Family science night         | May                         | " "  |
| student led conferences      | as needed                   | " "  |
| PTA meetings                 | throughout the year         | " "  |
| IEP meetings                 | throughout the school year  | " "  |

|   |   |
|---|---|
| 3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:<br><br>(A) a school-wide emergency (i.e. lockdown, fire, etc..) | In the event of a school-wide emergency, our strategy would be to use the school messenger system which sends robo-like calls to the homes of all parents. Options are made available for translated languages. Additionally, the school administration would immediately notify all parents via Jupiter Ed ( which has a built-in translation component) and on the school's official website. |
| (B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).  | In the event of a student-specific event, our strategy would be to immediately contact the parent, by phone, either through a bilingual staff member or the interpretation unit . A list of bilingual staff members has been distributed to all staff members as it is each September.  |
| (C) If a parent has an emergency and needs to contact the school.   | In the event that a parent has an emergency and needs to contact the school, our office secretaries are familiar with those staff members who are bilingual and they are also reminded to check the parent's preferred language and then call Linguistica International.  |

## 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          | distributed to staff via principal email and required to be read and downloaded |
| Over-the-Phone Interpretation Desk Aid | distributed to staff via principal email  |
| Language Access Handbook               | distributed to staff via ENL teacher email                                      |
| T&I Unit InfoHub Link                  | distributed to staff via ENL teacher 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>To ensure that all staff members are aware of the Chancellor's Regulations A-663, the entire regulation is sent to each staff member in September along with other pertinent school information. Teachers are instructed to download this document onto a thumb drive and then sign off that they have received and read all "back to school" documents. We honor this procedure to ensure that LEP parents are provided with a meaningful opportunity to participate and have access to programs and services critical to their child's education. This regulation set forth by the chancellor is reviewed during PD in September by the LPT. The PC reaches out to families to invite them to workshops that offer training on topics such as technology, the signs of bullying, cyber-bullying, reading strategies for all students, and school initiatives that are aligned to helping students master the Next Gen learning standards. These workshops are given in parents' native language and concludes with refreshments and/or light snacks.</p> |
|--|---|

## 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>LEP Parents will be informed of the availability of translation services through written notices that will be sent home in September and also posted both on the official school website and on Jupiter Ed. Also, available in our school lobby, is signage and accompanying brochures indicating that translation services are available. The school messenger system provides pertinent information on school activities and information in several languages: we hope that this signals to parents that our schools is aware of their language needs.</p> |
|---|---|

## 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>The Bay Academy utilizes an online website and gradebook (Jupiter ed.) that allows parents to communicate with the school with ease. All staff members can be contacted through the website via the message function. This tool has helped to bridge the gap of communication with the parents and the school and is available in several languages. Here, parents can message concerns to the administrators, support staff and teachers. This is just one example of our efforts to provide communication with ELL parents, and we do monitor the effectiveness of this communication platform. To assess the effectiveness of our school's language services, a translated parent survey will be created every trimester to allow the parents to have a voice on the quality of translation and interpretation services as well as to provide suggestions to further increase a positive experience. The school then creates an action plan to work together with the home. Parents can express concerns and give feedback to the ENL teacher as to how any new strategies and initiatives are showing progress.</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>Feedback in the Bay Academy is ongoing and actionable. The language proficiency team meets monthly to discuss the findings of the above-mentioned surveys. Based on previous feedback from said surveys, the ENL teacher has implemented a "Buddy System" among parents to improve the sharing of school information. In this system, willing ELL parents volunteer to buddy up with another ELL parent of the same language. They can share school information with a peer and feel comfortable doing so. We plan to keep this initiative in place for this current school year.</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:  | IS 98 The Bay Academy                                    |
| DBN:   | 21K098   |
| <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:   | 36   |
| Total # of teachers in this program:   | 1  |
| # of certified ESOL/Bilingual teachers:  | 1  |
| # of content area teachers:  | 1  |
| Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul> | <p>The direct instructional supplemental program takes place as an after school program approximately three days a week for three hours in duration during the entire school year. The program is taught by our dually certified ENL teacher. The loss of traditional in-person learning during the pandemic and subsequent school closures provides for the basis of this much needed after-school program, even during this current school year. Additionally, political events around the world are bringing with them newly arrived ELLs to the NYC school system. Many of our ELLs worked remotely during the pandemic not only losing critical in-person learning experiences but also missing out on social engagement activities with their peers. We feel strongly that these students are in serious need of supplemental learning activities as well as the chance to regain lost social and academic skills. ELLs, across all proficiency levels, and from grades 6,7 and 8 , are invited to participate in this program which will be taught in English. Translated (when needed) letters describing this program will be sent home with students and also posted on Jupiter Ed which translates messages for ENL parents. Materials for this program will include native language dictionaries, bilingual ELA glossaries, picture dictionaries and foreign language novels for students to borrow. Additionally, all lessons will include activities that focus on listening, reading, writing and speaking. Materials used will supplement and review what ENLs are studying in their ELA classes. We will also focus on state test prep to familiarize our ELLs with the exam. Some instructional materials to be used include McDougal Littell's " The Interactive Reader Plus" , IXL ( a computer -based reading program), and NYSESAT test prep: "New York ELLs." Lastly, students will work in groups and engage in technology using Quindew, IReady , Quizlet, Kahoot and Duolingo.</p> |
| Rationale  | See Above  |

|   |               |
|---|---------------|
| Subgroups and grade levels of students to be served                                     | See Above     |
| Schedule and duration   | See Above     |
| Language of instruction   | See Above     |
| Number and types of certified teachers  | See Above     |
| Types of materials  | See Above     |
| Include any additional details here:  | See Above     |
| The direct instruction component of the program will consist of (check all that apply): | ,After School |
| Grades to be served in this program. Select all that apply.                             | ,6,7,8        |

## 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>The Title III program will provide for proper professional development for our ENL teacher and staff as a whole. We include the entire staff here as our ELL population is growing each year. It is important for all teachers to be kept up-to-date with new platforms, student needs, curriculum changes, pedagogy, tech programs and the like. In an ever-changing world, it is imperative that our teachers have the tools necessary to set themselves up for success in providing our students with better learning outcomes. Professional development for all staff will take place each Monday for 80 minutes. Teachers will continue to be trained on a range of ESL topics during PD such as academic English, NYSESLAT, 2nd language acquisition, translation policy, and the language identification process. Most importantly , one much-needed PD topic this upcoming school year is social emotional learning. Such topics for this PD in this area will include: 1. reviewing with teachers how to perform a physical and emotional "student check-in" 2. how to discuss self care with students 3. information on mental health resources available for students *Most of our PDs are provided for by the school's instructional team, or perhaps an outside PD provider.</p> |
| Rationale   | See Above  |
| Teachers to receive training  | See Above  |
| Schedule and duration   | See Above  |
| Topics to be covered  | See Above  |
| Name of provider  | See Above  |
| Include any additional details here:  | N/A  |

## PART D: PARENT ENGAGEMENT ACTIVITIES

|   |   |
|---|---|
| <p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul> | <p>In addition to the September ENL parent orientation, the February mid-year ENL parent meeting and PTCs, we are planning several parent engagement activities for the upcoming school year that will be offered to parents/families of ELLs. We hope that these activities not only foster parent involvement at our school but also that such parent engagement will impact higher achievement amongst our ENLs. Each month during PTA meetings ( usually 2 hours in duration), the ENL teacher and ENL assistant principal will plan for ENL parent engagement activities. The facilitator might include the ENL teacher, the assistant principal, the guidance team, a computer teacher, the ELA coach, a member of the LAP team, or a member of the instructional team. We are now reviewing the following proposed topics: translations services, available support services for ELLs, IEP meetings, 2nd language acquisition, navigating Jupiter Ed, mental health awareness, online/in person bullying, the HS admission process, etc... In addition, all ENL parents will receive login credentials to their children's google classrooms and Jupiter where parents can view all pertinent subject class information and contact the teacher if needed. Also the ENL teacher will create her own google classroom listing various resources that may aid ENL parents/students, i.e. NYSESLAT information, translated glossaries, NYPL links, breakfast/lunch menus, key phone numbers/email addresses of staff members, etc...). Lastly, parents will be notified of such meetings through the school messenger system, translated letters home via Jupiter Ed, phone calls, etc... It is our hope, that when combined, these parent engagement activities help foster higher achievement among our ELLs.</p> |
| Rationale   | See Above   |
| Schedule and duration   | See Above   |
| Topics to be covered  | See Above   |
| Name of provider  | See Above   |
| How parents will be notified of these activities  | See Above   |
| Include any additional details here:  | N/A   |

## 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<br>-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 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.