**2022-2023**

# COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

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| DBN | 15K169 |

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| School Name | P.S. 169 Sunset Park |

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| Principal | Emily Hurst |

# COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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# SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

## Overview of Comprehensive Education Planning

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

**The Education Planning Process**

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

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—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: | PS 169 Sunset Park School |
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| District Borough Number (DBN): | 15K169 |
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| Grades Served: | Elementary / K - 5 |
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| School Address: | 4305 7th Avenue - Brooklyn, NY 11232 |
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| Phone Number: | 718-853-3224 |
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| Fax: | 718-633-9621 |
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| School Contact Person: | Emily Hurst |
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| School Contact Person Email Address: | ehurst@schools.nyc.gov |
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| Principal: | Emily Hurst |
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| United Federation of Teachers (UFT) Chapter Leader: | Linda Ruiz |
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| Parents' Association President: | Christina Skelly |
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| SLT Chairperson: | Emily Hurst |
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| Title I Parent Advisory Council Chairperson (PAC): | Xiao Jia Zheng |
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| Student Representative(s) Middle /High School: | N/A |
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| Student Representative(s) Middle /High School: | N/A |
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| Community Based Organization (CBO) Representative: | N/A |
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| School-Based Students in Temporary Housing (STH) Liaison: | Cheryl Wong |
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## District Information

| Geographic District: | 15 |
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| Superintendent: | Rafael Alvarez |
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| Superintendent's Office Address: | 131 Livingston Street, Brooklyn, NY 11201 |
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| Superintendent's Email Address: | ralvare4@schools.nyc.gov |
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| Phone Number: | 718-935-4317 |
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| Fax: | 718-935-4317 |
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# 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 | |
|---|---|---|---|
| Emily Hurst | Principal or Designee* | | |
| Barbara Morales | United Federation of Teachers (UFT) Chapter Leader or Designee* | | |
| Christina Skelly | Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President* | | |
| Yvonne Vazquez | District Council 37 (DC 37) Representative (staff), if applicable | | |
| N/A | Title I Parent Advisory Council Chairperson (or alternate) | | |
| N/A | Student Representative (Required for middle and high schools) | | |
| N/A | Student Representative (Required for middle and high schools) | | |
| N/A | CBO Representative, if applicable | | |
| Beth Oghabon | Member/UFT | | |
| Jeannette Echeverri | Member/UFT | | |
| Pnina Srour | Member/UFT | | |
| Hsin Yuan Mei | Member/Parent | | |
| Melanie Kotler | Member/Parent | | |
| Lisset Chang | Member/Parent | | |
| Elizabeth Hernandez | Member/Parent | | |
| Amy Ng | Member/Parent | | |
| N/A | | | |
| N/A | | | |

# 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 |
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# SECTION 4: SCHOOL SUMMARY

## School Summary

| Your School's Accountability Status: | Good Standing |
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| Provide your school's mission statement: | At PS 169, our core values - Friendship, Integrity, Responsibility, and Excellence (FIRE) - drive our vision. We are a welcoming, inclusive community where we celebrate the diversity among our students, staff, and community members. We foster a love of learning by providing an enriching, well-rounded education. We open students' eyes to the world around them, encourage them to make positive change in their community, and support them as they realize their fullest potential. Together, we work for a better tomorrow. 1. Focus on rigorous instruction: Teachers and administrators continually improve instruction to be inclusive, culturally relevant, and joyful. We strive to intrinsically motivate students, have students challenge assumptions, and actively engage in ambitious intellectual activity to develop critical thinking skills. 2. Build capacity and leadership: Teachers build agency by proposing a wide range of projects and initiatives that are interest driven and reflective of their content knowledge. They all participate in professional development and learning within a culture of respect and continuous improvement. 3. Maintain and create strong community partnerships: We expect all families, pedagogues, and stakeholders to be our partners in our mission to provide the highest educational experience to all our students by developing relationships with impactful community-based organizations, connecting communities, and pulling support from our local and international businesses to our needs. 4. Advance equity: We are a community of diverse teachers and learners, empowered by the opportunities to share who we are as people and valuing our families' cultures. By embracing students' identities, histories and cultures, our students will feel seen and loved. Our goal is for our students to foster a love of learning to stimulate critical thinking and develop a strong identity at school and home. As barriers are lifted, students will access rigorous learning through meaningful experiences and content, reflective of their history, culture, and language. |
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| Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:<br><br>Include demographic information about your school's student population. | PS 169 Sunset Park School is a vibrant community of 940 students in kindergarten through grade five, and close to 200 dedicated staff members, located in Brooklyn's Sunset Park neighborhood. In the 2021-2022 school year, AAPI students comprised 60% of the student body and Hispanic students comprised 35% of the student body; 1% of students were African-American, and 3% were White. Ninety-one percent of our students qualify for Title I funds, and 49% of our students are English language learners (ELLs). 21% of our students have Individualized Education on Programs (IEPs), with a range of special needs. For the 2022-2023 school year, there will be 49 classes, including 20 Dual Language classes (Mandarin and Spanish), across k-5 and a range of ICT, ENL, mixed ICTs in Spanish and Chinese, and Monolingual classes. In 2018-2019, P.S. 169 departmentalized fifth grade classes; this will continue in the coming year. At PS 169 we value enrichment opportunities and special programs. Our programming includes visual art, music, science, technology, and physical education. Next school year, we will have four teachers of the arts; four physical education teachers; two technology teachers, and a computer lab; and two science teachers. In 2018-2019 (the last full year we were able to offer the programs), more than 450 students took part in our elective after-school enrichment programs, which included musical instrument instruction, art, drama, dance, cooking, robotics, and math games. Around 200 students also participate in after-school programs run by our CBO, the Center for Family Life (CFL), where they are provided with a range of arts-based enrichment. For several years (until the pandemic), we participated in Cool Culture, which enabled free access to kindergarten families to New York City cultural institutions, and CookShop (one class per grade), a nutrition education program run by Food Bank NYC. We hope to be able to participate in these programs again. We are also going into our seventh year partnering with the National Dance Institute (NDI), to provide enriching dance experiences for fourth grade students, and our third year partnering with Puppetry in Practice, to provide bilingual puppet shows and art making workshops for children and families, with a focus on dual language classrooms. The principal of PS 169 is beginning her second year as principal after six years as an assistant principal at the school; one assistant principal is going into her eighth year at the school; and another, recently appointed, AP is entering her second year. |

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

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

| Content Area (Indicate ELA and Math Only) | Grade Band | Digital and/or Print Curricula/Program | Adaptations |
|---|---|---|---|
| ELA | K-5 | Heggerty, Fundations, PAF, F&P minilessons and guided reading | |
| Math | K-5 | Eureka | |
| | | | |
| | | | |

# 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) |
|---|---|---|
| Improve reading outcomes for all students | 39.8% proficient, as measured by 2021-2022 NYS ELA exam | Inconsistent implementation of structured reading program and targeted intervention across grades. The need for more professional development in reading science and teaching comprehension. |
| Improve reading outcomes for Hispanic/Latinx students | 25.5% proficient, as measured by 2021-2022 NYS ELA exam | Inconsistent implementation of structured reading program and targeted intervention across grades in both English and Spanish. The need for more professional development in reading science and teaching comprehension. Some newcomers have had interrupted formal education. |
| Improve reading outcomes for students with disabilities | 11.9% proficient, as measured by 2021-2022 NYS ELA exam | Inconsistent implementation of structured reading program and targeted intervention across grades. The need for more professional development in reading science and teaching comprehension. The need for more specialized instruction that aligns with the recommendations of students' IEPs. |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|---|---|---|
| All Students | 39.8 | By June, 2023, Elementary/Middle School ELA for All Students will Increase 3%, from 39.8% to 42.8% proficient, as measured by NYS ELA Exam Results. |
| Hispanic | 25.5 | By June, 2023, Elementary/Middle School ELA for Hispanic/Latinx students will Increase 3%, from 25.5% to 28.5% proficient, as measured by NYS ELA Exam Results. |
| Students with Disabilities (SWD) | 11.9 | By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will Increase 3%, from 11.9% to 14.9% proficient, as measured by NYS ELA Exam Results. |

**Progress Measures and Targets**

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data June 2022 | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| Acadience and STAR Renaissance Assessments | levels 3&4 | 39.8 | 40.8 | 41.8 | 42.8 |
| Acadience and STAR Renaissance Assessments | levels 3&4 | 25.5 | 26.5 | 27.5 | 28.5 |
| Acadience and STAR Renaissance Assessments | levels 3&4 | 11.9 | 12.9 | 13.9 | 14.9 |

**Action Planning - August to January**

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?) |
|---|---|---|
| 09/08/2022 | 01/31/2023 | Training and ongoing support of all teachers in Spanish Dual Language program (on both English and Spanish sides), as well as ENL push-in/pull out providers and SETSS teachers in PAF and Aprendo Leyendo multisensory reading programs. |
| 09/08/2022 | 10/28/2022 | All teachers set up and administer the Acadience (K-2) and Star Renaissance (3-5) screeners. |
| 10/31/2022 | 11/07/2022 | Use baseline data to ascertain a level 2 and level 3 in grades 3-5. |
| 11/07/2022 | 01/31/2023 | Teachers use the data to inform small groups and differentiated instruction within the classroom. |
| 11/07/2022 | 01/31/2023 | RtI providers use data to identify students for supplemental Tier 3 supports, and begin providing services. |
| 11/07/2022 | 01/31/2023 | AIS teachers provide Tier 2 instruction for students identified as in need of support. |
| 09/08/2022 | 01/31/2023 | Literacy grade leaders meet monthly in vertical teams with the school's literacy coaches to align curriculum and make instructional adjustments, with a focus on ensuring that curriculum and instruction is accessible and culturally responsive. |
| 09/08/2022 | 01/31/2023 | Literacy grade leaders share K-5 alignments with grade teams during monthly grade meetings. |
| 09/08/2022 | 01/31/2023 | Staff Equity Team reviews curriculum through a CRSE lens to ensure accessibility and responsiveness to students. |

## Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|---|---|---|
| 02/01/2023 | 02/18/2023 | Administration of mid-year Acadience and Star Renaissance assessments. |
| 02/28/2023 | 06/27/2023 | Teachers review data, both individually and in grade teams, to identify areas in need of support and target supports. |
| 02/01/2023 | 06/27/2023 | RtI and AIS providers adjust groups and strategies as needed, based on data. |
| 02/01/2023 | 06/27/2023 | Literacy grade leaders meet monthly in vertical teams with the school's literacy coaches to align curriculum and make instructional adjustments, with a focus on ensuring that curriculum and instruction is accessible and culturally responsive. |
| 02/01/2023 | 06/27/2023 | Literacy grade leaders share K-5 alignments with grade teams during monthly grade meetings. |
| 02/01/2023 | 06/27/2023 | Staff Equity Team reviews curriculum through a CRSE lens to ensure accessibility and responsiveness to students. |
| 05/16/2023 | 06/27/2023 | Administration of end-of-year Acadience and Star Renaissance assessments. |

## 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 | After-school homework help through CBO Center for Family Life (CFL) for students participating in program K-5. | Center for Family Life (CFL) |
| 09/08/2022 | 06/27/2023 | Saturday program through Apex for Youth, with focus on math and literacy for students in grades 3-5. | Apex for Youth |
| 09/08/2022 | 06/27/2023 | Continuation of monthly meetings of Family Equity Team, which include focus on curriculum and school communication, through the lens of providing access to all students. | |
| 09/08/2022 | 06/27/2023 | Technology committee continues review and revision of elements of the school website to ensure that communication around curriculum and instruction is accessible to families. | |
| 09/08/2022 | 06/27/2023 | The literacy coaches, in collaboration with the family support team, provide workshops to families on school-based literacy practices and how to support children in developing literacy skills. | |
| 03/01/2023 | 05/01/2023 | The testing coordinator facilitates workshops for families on state testing in ELA and math. | |

| Human Resources | Lower and upper grade literacy coaches, RtI and AIS providers, testing coordinator, literacy leads on each grade, family support team |
|---|---|
| Instructional Resources | Use baseline data to ascertain a level 2 and level 3 in grades 3-5. Continued adjustments to curriculum and updates to classroom libraries to include culturally response books and books aligned with curriculum. |
| Schedule Adjustments | Coverages to allow literacy leaders to meet in vertical teams once per month. Common preps at least once per week for teachers for dual language side-by-side partners K-5 and departmentalized teachers in 5th grade. |
| Other Resources Needed | Partnerships with Center for Family Life (CFL) and Apex for Youth. |

# 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) |
|---|---|---|
| Improve math outcomes for all students | 59.7% proficient, as measured by 2021-2022 NYS math exam | Inconsistent implementation of math routines and targeted math intervention across grades. |
| Improve math outcomes for Hispanic/Latinx students | 22.7% proficient, as measured by 2021-2022 NYS math exam | Inconsistent implementation of math routines and targeted math intervention across grades. Some newcomers have had interrupted formal education and struggle with math in both English and Spanish. |
| Improve math outcomes for students with disabilities | 31% proficient, as measured by 2021-2022 NYS math exam | Inconsistent implementation of math routines and targeted math intervention across grades. The need for more specialized instruction that aligns with the recommendations of students' IEPs. |

**Elementary/Middle School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs

andidentifying 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 | 59.7 | By June, 2023, Elementary/Middle School Math for All Students will Increase 3%, from 59.7% to 62.7% proficient, as measured by NYS Math Exam Results . |
| Hispanic | 22.7 | By June, 2023, Elementary/Middle School Math for Hispanic/Latinx students will Increase 3%, from 22.7% to 25.7% proficient, as measured by NYS Math Exam Results. |
| Students with Disabilities (SWD) | 31 | By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 3%, from 31% to 34% proficient, as measured by NYS Math Exam Results. |

## Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 2022 | | | |
| Math Results | levels 3&4 | 59.7% | 60.7% | 61.7% | 62.7% |
| Math results | levels 3&4 | 22.7% | 23.7% | 24.7% | 25.7% |
| Math results | levels 3&4 | 31% | 32% | 33% | 34% |

## 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 | 10/28/2022 | All teachers set up and administer baseline assessments in Acadience (K-2) and Star Renaissance (3-5). |
| 10/31/2022 | 11/07/2022 | Use baseline data to ascertain a level 2 and level 3 in grades 3-5. |
| 11/07/2022 | 01/31/2023 | Teachers use the data to inform individualized and small group support during math instruction within the classroom. |
| 11/07/2022 | 01/31/2023 | AIS teachers provide Tier 2 instruction for students identified as in need of support. |
| 09/08/2022 | 01/31/2023 | Math grade leaders meet monthly in a vertical team with the school math coach to align curriculum and make instructional adjustments. |
| 09/08/2022 | 01/31/2023 | Math grade leaders share K-5 alignments with grade teams during monthly grade meetings. |
| 09/08/2022 | 01/31/2023 | A math coach from Metamorphosis meets with the school math coach and with math leaders, with a focus on strengthening math routines in the classroom. |
| 09/08/2022 | 01/31/2023 | Staff Equity Team reviews curriculum through a CRSE lens to ensure accessibility and responsiveness to students. |

## Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|---|---|---|
| 02/01/2023 | 02/18/2023 | Administration of mid-year Acadience and Star Renaissance assessments. |
| 02/28/2023 | 06/27/2023 | Teachers review data, both individually and in grade teams, to identify areas in need of support and target supports. |
| 02/28/2023 | 06/27/2023 | AIS providers adjust groups and strategies, as needed, based on data. |
| 02/01/2023 | 06/27/2023 | Math grade leaders meet monthly in a vertical team with the school math coach to align curriculum and make instructional adjustments. |
| 02/01/2023 | 06/27/2023 | Math grade leaders share K-5 alignments with grade teams during monthly grade meetings. |
| 02/01/2023 | 06/27/2023 | A math coach from Metamorphosis meets with the school math coach and with math leaders, with a focus on strengthening math routines in the classroom. |
| 02/01/2023 | 06/27/2023 | Staff Equity Team reviews curriculum through a CRSE lens to ensure accessibility and responsiveness to students. |
| 05/16/2023 | 06/27/2023 | Administration of end-of-year Acadience and Star Renaissance assessments. |

**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 | After-school homework help through CBO Center for Family Life (CFL) for students participating in program K-5. | Center for Family Life (CFL) |
| 09/08/2022 | 06/27/2023 | Saturday program through Apex for Youth, with focus on math and literacy for students in grades 3-5. | Apex for Youth |
| 09/08/2022 | 06/27/2023 | Continuation of monthly meetings of Family Equity Team, which include focus on curriculum and school communication, through the lens of providing access to all students. | |
| 09/08/2022 | 06/27/2023 | Technology committee continues review and revision of elements of the school website to ensure that communication around curriculum and instruction is accessible to families. | |
| 09/08/2022 | 09/30/2022 | Development and distribution of "Family Guide to Math" for each grade level. | |
| 09/08/2022 | 06/27/2023 | Technology committee continues review and revision of elements of the school website to ensure that communication around curriculum and instruction is accessible to families. | |
| 09/08/2022 | 06/27/2023 | The math, in collaboration with the family support team, provides workshops to families on school-based math practices and how to support children in developing math skills. | |
| 03/01/2023 | 05/01/2023 | The testing coordinator facilitates workshops for families on state testing in ELA and math. | |

| Human Resources | Math coach, AIS provider, testing coordinator, math leads on each grade, family support team |
|---|---|
| Instructional Resources | Use baseline data to ascertain a level 2 and level 3 in grades 3-5. Continued use of math manipulatives K-5, along with resources from the Eureka curriculum (including translations and common vocabulary we have developed), continued adjustments to curriculum and instruction based on data. |
| Schedule Adjustments | Coverages to allow math leaders to meet in vertical teams once per month. Common preps at least once per week for teachers for dual language side-by-side partners K-5 and departmentalized teachers in 5th grade. side-by-side partners K-5 and departmentalized teachers in 5th grade. |
| Other Resources Needed | Partnerships with Center for Family Life (CFL) and Apex for Youth for after-school and Saturday programs; coach from Metamorphosis to support school math coach and math leaders. |

# 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) |
|---|---|---|
| Build understanding of how social-emotional learning can address disruptive behaviors and bullying. | On the 2021-2022 School Survey, 71% of teachers responded "none of the time" or "rarely" to the statement "At this school students harass, bully, or intimidate other students." 80% of teachers responded "a lot" or "all" to the question "How many adults at this school recognize disruptive behaviors as social-emotional learning opportunities." | Many students have needed social-emotional during the pandemic. Teachers need continued support in consistently integrating SEL practices into their classrooms. |
| | | |
| | | |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|---|---|---|
| Safety & Restorative Approaches to Behavior | 71 | By June, 2023, practices related to Preventing Bullying will improve 3%, from 71% to 74%, as measured by positive NYC School Survey responses in the "Preventing Bullying" section, resulting in improved Safety & Restorative Approaches to Behavior. |
| Safety & Restorative Approaches to Behavior | 80 | By June, 2023, practices related to Social-Emotional Support will improve 3%, from 80% to 83%, as measured by positive NYC School Survey responses in the "Social-Emotional Support" section, resulting in improved Safety & Restorative Approaches to Behavior. |

## Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 2022 | | | |
| School survey responses | School-created survey of staff | 71 | 72 | 73 | 74 |
| School survey responses | School-created survey of staff | 80 | 81 | 82 | 83 |

## 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. <u>Note:</u> 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?) |
|---|---|---|
| 09/06/2022 | 09/30/2022 | Teachers conduct family interviews to get to know students, their families, and their individual academic and social-emotional needs. |
| 09/08/2022 | 10/30/2022 | Students begin the year with SEL-themed units on feelings and identity. |
| 09/08/2022 | 01/31/2023 | Teachers engage students in morning meeting and/or circle discussions each day, using components of Responsive Classroom and Morningside's 4Rs curriculum. |
| 09/08/2022 | 01/31/2023 | Establish and facilitate regular monthly meetings for the school's staff, family, and student equity teams. |
| 11/15/2022 | 12/04/2022 | Teachers complete the DESSA to assess students' individual SEL needs and determine possible supports. |
| 12/06/2022 | 12/10/2022 | SEL implementation leads and school administrators meet to review DESSA data, identify school-wide trends and possible supports. |

**Action Planning - February to June**

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|---|---|---|
| 02/01/2023 | 06/27/2023 | Teachers engage students in morning meeting and/or circle discussions each day, using components of Responsive Classroom and Morningside's 4Rs curriculum. |
| 02/01/2023 | 06/27/2023 | Continue regular monthly meetings of the school's staff, family, and student equity teams. |
| 02/01/2023 | 06/27/2023 | Review of OORS data in monthly safety meetings to identify trends and possible interventions. |
| 02/01/2023 | 06/27/2023 | Continue regular Care Team meetings in order to address behavioral and academic concerns, and identify possible supports and interventions for students. |
| 05/03/2023 | 06/09/2023 | Teachers complete DESSA to assess student SEL growth. |
| 06/13/2023 | 06/24/2023 | SEL implementation leads and administrators review DESSA data to assess areas of growth and continued need. |

**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 | Monthly meetings of the family equity team | N/A |
| 09/08/2022 | 06/27/2023 | Regular workshops for families on SEL topics | N/A |

| | |
|---|---|
| Human Resources | Lunchroom coordinator, teachers and school staff to administer DESSA assessments, SEL implementation leads, facilitators for staff, family, and student equity teams |
| Instructional Resources | Responsive Classroom resources, 4Rs curriculum, feelings and identify units (including books for read-alouds) |
| Schedule Adjustments | Coverages to allow teachers time to complete DESSA |
| Other Resources Needed | Care Team "SEL kits" including fidget spinners, stress balls, chair bands, glitter bottles, and sensory path, per session for SEL implementation leads and equity team facilitators |

# 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) |
|---|---|---|
| Improve attendance for Hispanic/Latinx students | In 2021-2022, 43% of Hispanic/Latinx students were chronically absent. | Many families have struggled with unstable living situations due to the pandemic, immigration, and poverty. |
| | | |
| | | |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|---|---|---|
| Hispanic | 46 | By June, 2023, Chronic Absenteeism for Hispanic will Decrease 3%, from 46 to 43, as measured by attendance data. |

**Progress Measures and Targets**

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 2022 | | | |
| Attendance (ATS reports), Insight Tool | chronic absenteeism rate for Hispanic/Latinx students | 46% | 46% | 44% | 43% |

**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?) |
|---|---|---|
| 09/01/2022 | 09/30/2022 | Communicate attendance expectations to all families. |
| 09/08/2022 | 09/30/2022 | With family support team, provide support to all families in logging on to NYCS accounts, to ensure that they are all receiving communication from the school. |
| 09/08/2022 | 01/31/2023 | With attendance team, which comprises principal, assistant principals, guidance counselors, family coordinators, and students-in-temporary housing community coordinator, review attendance data at the beginning of the year to identify students with attendance concerns, and create individual support plans for these students. |
| 09/08/2022 | 01/31/2023 | In weekly meetings with attendance team, monitor success of support plans and address new student concerns. |

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s)

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|---|---|---|
| 02/01/2023 | 06/27/2023 | Continue meeting with attendance team on a weekly basis to review students with attendance concerns, adjust plans as needed, and determine next steps. |
| 02/01/2023 | 06/27/2023 | Conduct family workshops in Spanish on attendance, reviewing how remote attendance is determined, how students get marked present and absent, and other attendance-related policies. |
| 02/01/2023 | 06/27/2023 | At PTA meeting(s) and/or parent workshops, share with parents information and resources to support them in: - Communicating with teachers - Logging in to and using Google Classroom - Helping students keep track of daily and weekly appointments - Organizing and managing independent work. - Teaching or reinforcing skills and setting up the home environment for self-regulation. |
| 02/01/2023 | 06/27/2023 | Sunset Spark provided webinars to families addressing logging in to and using GC and tools that help with communication, organization, and self-regulation. |

**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) |
|---|---|---|---|
| 09/01/2022 | 06/27/2023 | With family support team and technology coordinator, provide support to all families in logging on to NYCS accounts, to ensure that they are all receiving communication from the school. | N/A |
| 09/01/2022 | 06/27/2023 | Regularly communicate about attendance policies through PTA meetings, workshops, and (as needed) meetings with individual families. | N/A |
|  |  |  |  |
|  |  |  |  |

| Human Resources | Principal and assistant principals, technology coordinator, family support team (including two family coordinator and one students-in-temporary housing community coordinator) guidance counselors, and classroom teachers |
|---|---|
| **Instructional Resources** | N/A |
| **Schedule Adjustments** | N/A |
| **Other Resources Needed** |  |

# 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) |
|---|---|---|
| Strengthen alignment between student needs and annual goals in IEPs | In 2021-2022 school year, 80% of IEPs included three or more annual goals aligned to student need as described in "Academic, developmental, and functional needs of the student, including consideration of student needs that are concern to the parent" section of the Present Levels Of Performance (PLOP) | Case managers need consistent professional development on alignment of IEPs, and the school needs systems for monitoring alignment. |
| Improve timeliness initial evaluations | In the 2021-2022 school year, 21% of initial evaluations were completed within 60 days | The SBST has a very large case load, and many steps of the evaluations are difficult to schedule due to the need for bilingual evaluations. Some pieces of the evaluations have to be referred to outside agencies, which are themselves overwhelmed due to very high case loads. While some of these elements are out of the school's control, a more streamlined pre-referral and RtI process would help the situation by resulting in fewer overall initial referrals. |
| Improve timeliness of mandated three-year reviews | In the 2021-2022 school year, 68% of mandated three-year reviews were completed by their due date | As with initial referrals, the team's large and complicated caseload can slow down the process. Prioritizing mandated three-year reviews for the beginning of the year and streamlining the pre-referral process should result in more reviews completed by their due date. |

**Quality Individualized Education Program SMART Goal** **Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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) | 80 | By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD) , we will improve alignment of annual goals to student needs by Increase 10%, from 80% to 90%, as measured by a review of all IEPs. |
| All Students with Disabilities (SWD) | 21% | By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve timeliness of initial evaluations completed by Increase 5%, from 21%% to 26%, as measured by SESIS IEP Completion Report. |
| All Students with Disabilities (SWD) | 68% | By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve timeliness of mandated three-year evaluations by Increase 5%, from 68%% to 73%, as measured by 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) |
| | | June 2022 | | | |
| IEP reviewed by administrator or colleague | IEP includes three or more annual goals aligned to student needs described in the "Academic, developmental, and functional needs of the student, including consideration of student needs that are concern to the parent" section of the Present Levels Of Performance. | 80% | 80% | 85% | 90% |
| SESIS IEP completion report | Percentage of initial evaluations completed within 60 days | 21% | 21% | 23% | 26% |
| SESIS IEP completion report | Percentage of mandated three-year evaluations completed by their due dates | 68% | 68% | 70% | 73% |

**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?) |
|---|---|---|---|
| 08/01/2022 | 06/27/2023 | Develop appropriate rigorous standards-aligned goals. | Special education handbook is developed and distributed to staff. Student needs sections and aligned goals are discussed and examples and resources provided with special education teachers during Monday professional learning sessions (or departmental meetings) and to school psychologists during SIT meetings. |
| 08/01/2022 | 06/27/2023 | Develop system for monitoring alignment of IEPs | At least two IEPs developed by each special education teachers are reviewed by an administrator or colleague and feedback related to the goal is provided. |
| 09/08/2022 | 09/30/2022 | Streamline the pre-referral process | Refine structures for Care Team in order to streamline the pre-referral process. Communicate steps of the process to staff. Through Care Team, identify MTSS and provide intervention as needed. |
| 09/08/2022 | 12/31/2022 | Scheduling of mandated three-year evaluations. | Prioritize mandated three-year evaluations for the beginning of the school year to ensure timely completion. |
| | | | |
| | | | |
| | | | |

**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 | 01/31/2023 | | N/A |
| 02/01/2022 | 06/27/2023 | | N/A |

| Human Resources | N/A |
|---|---|
| **Instructional Resources** | N/A |
| **Schedule Adjustments** | N/A |
| **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 | Fundations Placement inventory, F&P sight words list, and the F&P data, Acadience and Star Renaissance screeners | FundationsJust Words, LLI, and Reading Rescue, Preventing Academic Failure (PAF), Aprendo Leyendo | Small Group | During School | NO |
| Tier 3 | Fundations Placement inventory, F&P sight words list, and the F&P data, Acadience and Star Renaissance screeners | Wilson Reading Rescue, Preventing Academic Failure (PAF), Aprendo Leyendo | Small Group, one-to-one | 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 | family interview | 4Rs, Responsive Classroom | small group | during school | no |
| Tier 2 | DESSA, IEP, observations | Mandated and at-rick counseling | small group | during school | |
| Tier 3 | DESSA, IEP, observations | Mandated and at-risk counseling | one-on-one | during school | |

## 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**.

| | |
|---|---|
| Identify the number of Students in Temporary Housing who are currently attending your school.<br><br>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. | 84 |

| | |
|---|---|
| Describe the services you are planning to provide to the STH population. | This year, we added the new position of Students in Temporary Housing Community Coordinator, which is devoted 100% to addressing the. needs of the STH population. Among the services we plan to provide are t-shirts, sweatshirts, and sweatpants for every student in temporary housing. The STH Community Coordinator will determine additional supports and services based on assessed need. |

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

## Parent and Family Engagement Policy

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

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

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

**Parent and Family Engagement Policy**

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

**Support for Parents and Family Members of Title I Students**

PS 169 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**

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

**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • 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)**

PS 169, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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**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);

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

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

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**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;

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

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

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**II. Parent/Guardian Responsibilities**

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

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**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.

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# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

## Language Allocation Policy Outline

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: | 15 |
|---|---|
| Borough: | Brooklyn |
| School Number: | 169 |

## B. Language Allocation Policy Team Composition

The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| Member Title | Name |
|---|---|
| Principal | Emily Hurst |
| Assistant Principal | Pei Yu Chang |
| Coach | Yaritsa Rodriguez |
| Bilingual Teacher | Miranda Lee |
| English as a New Language (ENL) Coordinator | Denise Noriega |
| School Counselor | |
| Teacher/Subject Area | Jeannette Echeverri |
| Teacher/Subject Area | |
| Parent | KaiJuan Vickie Chen |
| Parent Coordinator | Christina Skelly |
| Related-Service Provider | |

## 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: | 6 |
| 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]: | 1 |
| Number of certified ESOL teachers not currently teaching ENL: | 0 |
| Number of teachers who hold both content area/common branch and ESOL certification: | 14 |
| Number of ESOL certified teachers with a bilingual extension: | 2 |

## 2. Certified Teachers with a Bilingual Extension

| | |
|---|---|
| Number of certified teachers with a bilingual extension currently teaching in a bilingual program: | 14 |
| Number of certified teachers with a bilingual extension not currently teaching in a bilingual program: | 3 |
| Number of teachers certified to teach students with disabilities that also have a bilingual extension: | 3 |

## 3. Foreign Language/World Language Certified Teachers

| | |
|---|---|
| Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]: | n/a |

## D. Student Demographics

| | |
|---|---|
| Total number of students at your school (excluding pre-K): | 945 |
| Total number of current ELLs at your school: | 457 |
| Total percentage (%) of current ELLs at your school: | 48.36% |
| Total number of former ELLs at your school: | 76 |
| Total percentage (%) of former ELLs at your school: | 18.45% |

# PART II: BILINGUAL PROGRAMS

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

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

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

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

| | Program Type | Language | School Yr Opened | k | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TBE | | | | | | | | | | | | | | | | | 0 |
| TBE | Bilingual ICT | Spanish | 2022-2023 | | | | | | | | | | | | | | 0 |
| TBE | Bilingual ICT | Chinese | 2022-2023 | | 1 | 1 | | 1 | | | | | | | | | 3 |
| DL | Side by Side | Chinese | 2022-2023 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 12 |
| DL | Self-contained | Spanish | 2022-23 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| DL | Self-contained | Chinese | 2022-23 | 1 | | 1 | | | | | | | | | | | 2 |
| | | | | total: 4 | total: 4 | total: 5 | total: 3 | total: 4 | total: 3 | 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)? | Yes |

# 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**.

| | |
|---|---|
| 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]).<br><br>Stand-alone English as New Language (ENL) | Our school offers a combination of push-in and free-standing ENL classes. All Entering and Emerging ELLs receive standalone instruction for at least 4 periods per week and at least 4 periods per week of integrated ENL. Students are grouped heterogeneously in our free-standing ENL classes — the class may be made up of students at the Entering, Emerging, Transitioning, Expanding, and Commanding levels. Standalone ENL is delivered to students based on specific academic need. If a student is Transitioning, but needs to work on vocabulary, that student may be grouped with students who are Entering and working on the same skills. These groups are flexible and heterogenous to allow teachers to meet specific student needs. In addition to the 4 periods of standalone instruction that we provide to Entering and Emerging students, we also provide small pull-out Newcomer groups for at least two 45-minute periods per week so that Newcomers can receive direct instruction in basic English vocabulary, along with letters, sounds, and other phonics work. |
| Integrated English as New Language (ENL) | All Entering and Emerging students received at least 4 periods per week of integrated ENL. All Transitioning and Expanding ELL students receive at least 4 periods per week of integrated ENL. Integrated ENL is either co-taught by a certified ENL teacher and a common branch-certified teacher, or taught by a classroom teacher dual-certified in ENL and common branches. Students are grouped heterogeneously with other ELLs and also with non-ELLs and former ELLs. Placement is based on parent choice, NYSITELL scores, and NYSESLAT proficiency levels. |
| Bilingual Education (If applicable)<br><br>   ▪ Transitional Bilingual Education (TBE) program<br>   ▪ Dual Language (DL) program | PS 169 currently offers Dual Language classes in kindergarten through 5th grade. Most classes use the side-by-side model. Students alternate days between the target language class and their English class. Standalone and integrated minutes are provided when students are in their English classroom, either from a certified ESOL/bilingual teacher or through push-in services provided by an ESOL-certified teacher. Students are grouped based on specific academic need. For instance, students who need support with sentence construction during a writing lesson may be grouped heterogeneously by proficiency level. |

| | |
|---|---|
| 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? | All ENL and bilingual pedagogues are instructed to provide mandated minutes of ENL services, based on proficiency levels. Entering and Emerging students receive 360 minutes of ENL instruction: four 45-minute periods per week of standalone ENL and four 45-minute periods per week of integrated ENL. Transitioning and Expanding students receive four 45 minute periods per week of integrated ENL instruction. Commanding students receive 2 periods per week (90 minutes) of integrated ENL. Teachers are to reflect these ENL units in their program as per CR Part 154. Bilingual teachers are also instructed to integrate mandated Home Language instruction in their program. Dual language classrooms provide ENL instruction in small groups and follow a balanced instructional model for both languages. HLA instruction in Spanish classes is provided using the Heggerty phonological awareness program in Spanish, along with Apprenda Leyenda, an explicit phonics curriculum for Spanish. HLA in Chinese Dual language classes is provided using a combination of home grown lessons, including phonics in pinyin, as well as writing instruction using Chinese Made Easy. |

| 3. For schools with Dual Language programs:

Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated | Our Dual Language classes use a side-by-side model. English proficient students and ELLs are integrated across the entire instructional day. English proficient students are models for our ELLs during English-language days. ELLs serve as models to students learning the target language during target-language days. When students need to learn a particular skill, they are grouped and provided small group instruction, regardless of English proficiency level. Our English and ESOL-certified teachers take into account the English language needs of their class as they plan instruction using a Universal Design for Learning (UDL) model. |
|---|---|
| In which language(s) is each core content area taught? | Core content areas are taught in both English and the target language, 50% of the time in each language. |
| How is instruction designed to include both languages? | Our dual language teachers are constantly co-planning and collaborating. Core content instructional materials are available in both English and the target language so that teachers can teach content in both languages. Teachers are meeting regularly to ensure that they are alternating lessons as the students alternate between English and the target language. |
| Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)? | Emergent literacy is taught simultaneously. Students receive phonics and phonemic awareness instruction in both languages as they alternate between English and the target language. |

| 4. For schools with Transitional Bilingual Education programs:

Which core content areas are taught bilingually? | n/a |
|---|---|
| How is the students' home language integrated into instruction? | n/a |

# PART IV: ASSESSMENT ANALYSIS

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

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

| 1. What is the composition of the ELL subgroups at your school?

What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs? | As per SY 22 NYSESLAT and NYSITELL test result, out of the total of 456 ELLs ( not including commanding level ), 139 students tested at entering level and 77 students tested at emerging level. Forty seven percent of our ELLs are Newcomers (students currently scoring at the Entering/Emerging level on the NYSESLAT or NYSITELL). Less than one percent of our Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE). Effective services for Newcomers include intensive instruction in pull-out groups to teach vocabulary, sentence structure, and phonics. Many of our Newcomers are from China and need to learn through explicit instruction how the English language works. ENL teachers use such curricula as Heggerty Phonemic Awareness and Fundations levels K and 1 to teach such concepts. This is taught during standalone minutes. For better support ENLs, there are 3 TBE programs and 2 DL programs ( one Chinese/English and one Spanish/English) offered at PS 169K. 198 ELLs are served in our K-5 DL programs and 9 ELLs served in TBE program. Teachers at TBE programs provide native language support for students when needed. DL teachers teach content area knowledges in English and ELLs' native ( home) language. ELLs in these programs will be benefited by learning content area knowledges in their native language (home language) and English. Students who are Developing or Long-Term ELLs often need more intensive integrated ENL minutes and may need a phonics program targeted to students with difficulty learning to read and write. These students are invited to participate in the Saturday program with our community partner, Apex for Youth. Their program consists of academic activities in ELA and math, along with enrichment in a topic of students' choosing. During the school day, we focus on integrated content-based instruction, vocabulary and writing support. In addition, these students may participate in Tier 2 small groups using an Orton-Gillingham-based program, such as Spire and Just Words. |
|---|---|
| What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs? | According to the most recent EDAT, none of our ELLs are long-term ELLs. Students who are Developing or Long-Term ELLs often need more intensive integrated ENL minutes and may need a phonics program targeted to students with difficulty learning to read and write. These students are invited to participate in the Saturday program with our community partner, Apex for Youth. Their program consists of academic activities in ELA and math, along with enrichment in a topic of students' choosing. During the school day, we focus on integrated content-based instruction, vocabulary and writing support. In addition, these students may participate in Tier 2 small groups using an Orton-Gillingham-based program, such as Spire and Just Words. |

| | |
|---|---|
| What percentage of students are former ELLs? How is your school providing services to former ELLs? | According to the October EDUR , 18.45% of our ELLs are former ELLs. Former ELLs receive small group support with their classroom teachers or with a push-in/pull-out ENL provider. In these small-group sessions, teachers focus on content-area instruction, vocabulary development, and writing in a variety of genres, as writing tends to be the most difficult modality for our students. |
| 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? | Based on the result of the NYSESLAT, PS 169 students tend to score higher on the Speaking and Listening modalities than on the Reading and Writing modalities. This is consistent with research that shows that students acquire speaking and listening skills at a faster rate than reading and writing skills, which must be explicitly taught. As a result of this data, we have trained all of our teachers to use Orton-Gillingham-based programs in their classrooms for Tier 1 and Tier 2 instruction. Many of our ELLs are from China, which is quite different from English, a phonetic language. Chinese is tonal and symbol-based. Our Chinese-speakers therefore need to learn the "code" of English, which is critical to their reading and writing development. |
| 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? | PS 169 students who perform well on the NYSESLAT, also tend to perform well on the ELA and Math assessments. Overall, our students struggle with reading and writing, which is consistent across the NYSESLAT and the ELA. Our students perform better on the NYS Math exam than on the ELA because their computation skills are stronger than their language skills. However, with the increased emphasis on interpreting language in Math, student performance has remained relatively flat on the NYS math exams. Because of this data, we will have an increased emphasis on teaching reading and writing skills across the content areas in the coming school year. |
| 4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement? | The majority of our ELLs have only one at-risk indicator, which is that their performance on the NYSESLAT remained flat from 2018 to 2019. As students had the most difficulty with the reading and writing modalities, we will be incorporating more explicit reading and writing instruction across the curriculum in 2021-22. The majority of our students have excellent attendance; however, our students with attendance issues make little progress on the NYSESLAT or state exams. The 2020-21 school year was particularly challenging with respect to attendance. Our attendance committee was extremely active in reaching out to families and emphasizing the critical importance of attending school regularly and completing assignments. |
| 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? | Chinese has the largest representation at our school, with 465 of our 606 ELLs speaking Chinese as a home language. The next most-spoken language is Spanish, with 126 of our 606 ELLs speaking Spanish as a home language. Our school has a large number of Chinese- and Spanish-speaking staff members. One of our secretaries speaks Chinese and another secretary speaks Spanish. Families are always greeted in the main office in the language they speak. We have two Parent Coordinators, one who speaks Chinese and one who speaks Spanish. Families can call or email in their native languages and get support from our Parent Coordinators. The vast majority of our teachers and paraprofessionals also speak either Chinese or Spanish. Many of our teachers are bilingual-certified or ESOL-certified. They understand the particular needs of students who are learning English. All communications from our school are sent out in three languages — English, Chinese, and Spanish. Our website is hand-translated into Chinese and Spanish. Over the past 6 years, we have grown our Chinese and Spanish dual language programs, communicating with families that we deeply value bilingualism and their cultures. We have regular celebrations at our school honoring the home cultures and languages of all of our families. |
| 6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)? | The majority of our ELLs are Asian or Hispanic. Even though our data shows that we have a large number of Native American students, they are in fact students from indigenous groups of Latin America that self-identify as Native Americans in the racial/ethnic identification forms at registration. Our students' racial and ethnic identifications are held at the forefront as we plan curriculum using the principles of CR-SE. For instance: - We have ordered a large number of texts for our classroom libraries that have characters that reflect the identities of our students. These texts will be prioritized for classroom read-alouds. - We have worked with the Morningside Center for Teaching Social Responsibility to incorporate Circles into our daily routines. We also conduct Circles with our families. These help us to get to know our students and families on a deeper level. - Units in Kindergarten and 1st grade are very focused on student identities. - Our Equity Team has been going through our social studies units by grade and suggesting adaptations to align with CR-SE practices. - Last year, we shifted our Title III-funded enrichment program to focus on STEM using materials found at home since the majority of our students were learning remotely. This reinforced the value of home and the items found there, as well as created an interest in using found materials for creative endeavors. This year, we were able to continue the STEM enrichment program in person. - As a school, we have been shifting from teacher-centered to student-centered classrooms. We value student voice, students constructing their own knowledge, and developmentally-appropriate emergent curriculum in the lower grades. - We have built out our dual language program, emphasizing the importance of maintaining students' home languages and cultures. |
| 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? | ELLs with IEPs and the very small number of ELLs who are SIFE tend to make slow and limited progress on the NYSESLAT. ELLs who are SIFE do not have a strong educational foundation in their native language, this impacts their ability to learn English. These students need additional support to slowly build their academic foundations. ELLs with IEPs tend to have strong language skills but need more explicit instruction and additional language supports in decoding, reading comprehension and writing, which is an instructional priority for the coming school year. |

# PART V: ML/ELL INSTRUCTION

## Strengthen Core Instruction

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

| | |
|---|---|
| 1. How does the school's leadership team consider MLs/ELLs in the school's instructional design? | As 50% of our students are MLs/ELLs, the Instructional Leadership Team considers their needs in all of the school's instructional design. Our ILT is working to improve core instruction by using a Universal Design for Learning framework. The needs of ELLs and students with special needs are incorporated into instructional planning from kindergarten to grade 5 and scaffolding and supports are built-in to all of our curriculum. Our teachers explicitly teach vocabulary and English sentence structure. In addition, our ILT has recommended that we bolster our phonics instruction. We will be using the Heggerty phonemic awareness curriculum in kindergarten and 1st grade (and the Spanish version of Heggerty in our Spanish Dual Language classes in those same grades). We will be expanding the use of Fundations and other Wilson reading programs across all grades. For Newcomer ELLs, we will be using Heggerty and Wilson Reading System to develop their understanding of English letters and sounds. Our ILT has made recommendations in the past for how we can ensure we know all students well. Our teachers conduct family interviews at the beginning of each school year to build trust with families and get to know their needs. Following the family interviews, our Family Support Team is able to provide families in need with specific resources and organizational contacts. Teachers conduct in-depth assessments with all students to understand their social-emotional needs, English language proficiency, and academic needs. These assessments include qualitative observations, Fountas and Pinnell running records, Acadience universal screeners, and Happy Numbers (Eureka Math based) beginning-, middle-, and end-of-year assessments. After that, students are grouped accordingly in the classroom. Students in need of more support are invited to our after school intervention + enrichment program. The ILT reviews our EDAT to identify long-term ELLs who are not making adequate progress. Finally, our ILT has been working on revising curricular units to make them more shared and inclusive based on culturally-responsive sustaining education guidelines. Units will focus on identity within students' families, communities, nations, and the world. For instance, a 2nd grade social studies unit is currently being revised to reflect the impact of immigrant groups on the growth and development of the Sunset Park neighborhood. This unit is based on the New York City Over Time Passport for Social Studies unit of study, but is being revised to be more culturally responsive to our students. |
| 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. | Our school offers a combination of push-in and free-standing ENL classes. All Entering and Emerging ELLs receive standalone instruction for at least 4 periods per week and at least 4 periods per week of integrated ENL. All Transitioning and Expanding ELL students receive at least 4 periods per week of integrated ENL. Integrated ENL is either co-taught by a certified ENL teacher and a common branch-certified teacher, or taught by a classroom teacher dual-certified in ENL and common branches. Students are grouped in heterogeneously with other ELLs and also with non-ELLs and former ELLs. Our Dual Language program offers both side-by-side and self-contained classes. Students spend one week in their English class and one week in their target language class. Teachers collaborate across classes to ensure that all four modalities are being addressed. PS 169 uses the following curricula for core content, all of which has been adapted for a remote learning environment and are aligned with Next Generation learning standards: - Fundations for phonics instruction in K-2, and as needed for students in grades 3-5 - Heggerty for phonemic awareness in K-1, and as needed for students in grades 2-5 - Fountas and Pinnell Reading Minilessons in kindergarten through grade 5 to address genre-based reading comprehension skills and strategies - Homegrown writing lessons using a workshop model and writing-process approach to teach genre-based writing skills and strategies, as well as vocabulary - Homegrown social studies and science lessons aligned to the NYS scope and sequence and including content-specific reading, writing, listening, and speaking - Eureka Math for K-5 math instruction These Next Generation learning standards aligned programs provide various resources, scaffolding and differentiation options for our diverse learners. They focus on domain-specific vocabulary and math language development. Teachers are able to provide small group instruction within the framework of the programs. In ENL classrooms, instruction is delivered in English. The teacher may provide native language support as needed through translated texts or tools, and students may choose to read books in their home languages. In DL classrooms, content is delivered every other week in the target language. In DL classrooms, the environment is print-rich in both the home languages and English, and classroom libraries include a range of books in the home languages. |

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| 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.S. 169 provides a positive and nurturing school environment for all of its English language learners. We offer three venues through which our 503 ELLs can receive services. They include free-standing ESL program, Chinese Dual Language program, Spanish Dual Language Program , Self-contained ESL classrooms and Bilingual ICT ( TBE) programs. The teachers of these programs are all fully certified in their positions. The largest percentage of ELLs are Chinese, followed by Spanish, Arabic, and Polish. Academic language is modeled and fostered in the classroom. Instruction is aligned with Next Generation Learning standards and core curriculum. Various materials and strategies are incorporated into the methodology to support students' understanding of academic content. Content area instruction is developed concurrently with linguistic instruction. Students use Fountas and Pinnell Reading Minilesson , Eureka Math , National Geographic Reach NYC, Homegrown writing lessons and homegrown social studies for the Content Areas, and trade books to help meet the needs of the ELLs in accordance with their English proficiency levels. The Translator APP is optimal for targeting newcomers. All students are taught using the balanced literacy approach. The workshop model coupled with various TESOL techniques such as TPR (Total Physical Response), visuals, puppetry, music, storytelling, realia and choral speaking provide opportunities for differentiation of instruction. These instructional practices help to maintain high standards for our English language learners. At P.S. 169, the ESL teachers support the efforts of the students' mainstream teachers. Teachers scaffold academic language to support students' participation in content areas. Teachers model, use visuals, realia, and other ESL strategies to support students' conceptualization of the academic content. The balanced literacy model, with appropriate language development supports, is used for ESL instruction. Teachers differentiate instruction in order to align with students' prior knowledge, learning, and language needs. Teachers are sensitive to the diverse cultures which help students adjust to their new environment and appreciate each other's differences. Our goal is to move ELLs from beginner level to proficiency level as quickly as possible. |
| 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? | All students have access to the same curriculum. Special Education Teachers consult with the ENL providers and SETSS to ensure that ELLs receive appropriate intervention and language support. ELLs with IEPs are provided with modifications and scaffolding strategies accordingly. They are provided with strategies and support based on their IEP goals. This year, we are able to offer a Mixed ICT setting to our students who are ELLs with bilingual IEPs. This provides additional support to students who may otherwise qualify for an alternate placement paraprofessional. To the extent possible, most of our ELLs with IEPs have been programmed for this setting, which will allow them to achieve their IEP goals and attain English proficiency in the least restrictive setting. |

# Know Every Student Well

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| **SCREENERS**<br><br>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? | Acadience is used as a K-2 universal screening tool. The results of the Acadience screener are reviewed by classroom teachers, the ENL team, and the AIS/RtI team. Star Renaissance is used as a screening tool for students at 3-5. The results of the Star Renaissance reading and math assessments are reviewed by administrators, classroom teachers, the ENL team and the AIS/RTI team. The result of the Star Spanish assessments are reviewed by 3-5 Spanish bilingual teachers, the ENL team and administrative team. Tier 2 intervention is provided in the classroom in small groups based on screening results. Tier 3 intervention will be provided during our after-school intervention program. ELLs who are struggling with language development are invited to our Title III LEP program. |
| 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. | We have deliberately kept class size small for the 2021-22 school year so that we can address the academic and social-emotional needs of our ELLs. All teachers have been trained in Fundations or Just Words. First grade teachers have been trained in Preventing Academic Failure (PAF) to intervene with struggling learners in this critical grade. Because class size is small, Tier 2 intervention will be provided in the classroom. Tier 3 intervention will be provided after school either 1:1 or 2:1. We have purchased a Spanish-language phonics program, as well as Heggerty in Spanish, to support our Spanish dual language students who are struggling with reading. In our Chinese Dual Language classes, we are using the Chinese Made Easy program for reading and writing. |
| 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. | We use a range of different data points to guide instruction for ELLs within the RtI framework. As noted above, the results of our universal screener, Acadience, and Star Renaissance are used to determine intervention needs. We also use the results of the Fountas and Pinnell early literacy assessments and Fountas and Pinnell running records to determine whether students need Tier 2 intervention in the classroom. If students aren't responded to Tier 2 interventions, they will be referred for Tier 3 after-school intervention. |
| **FORMATIVE**<br><br>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? | Fountas and Pinnell early literacy assessments and running records are used in K-5 classroom. Level Chinese Reading assessment is implemented in K-5 Chinese DL program and is used to inform and drive instruction. |
| 2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year? | Our Spanish Dual Language program uses the Fountas and Pinnell running records in Spanish to assess students' literacy skills. Our Chinese Dual Language program uses internally-created reading assessments to evaluate students' literacy skills. These assessments are administered three times per year. |
| **SUMMATIVE**<br><br>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). | We analyze data from the NYSESLAT and the EDAT to identify ELLs who have not made progress or whose progress is going backwards. If there are a significant number of students in a particular grade level, we will look more closely at Tier 1 instruction to determine whether curricular modifications need to take place. |
| 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. | Because so many of our students are ELLs, general education-certified classroom teachers administer and score the NYSESLAT so that ENL providers are available to continue providing mandated services. |

# Shared and Inclusive Curriculum

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| **Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum**<br><br>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?<br><br>a. ELLs with IEPs | All students have access to the same curriculum. Special Education Teachers consult with the ENL providers and SETSS to ensure that ELLs receive appropriate intervention and language support. ELLs with IEPs are provided with modifications and scaffolding strategies accordingly. They are provided with strategies and support based on their IEP goals. This year, we are able to offer a Mixed ICT setting to our students who are ELLs with bilingual IEPs. This provides additional support to students who may otherwise qualify for an alternate placement paraprofessional. To the extent possible, most of our ELLs with IEPs have been programmed for this setting, which will allow them to achieve their IEP goals and attain English proficiency in the least restrictive setting. |
| b. SIFE | SIFE students receive at least 4 periods of standalone ENL, and also receive additional academic intervention, through push- in/pull-out support and our afterschool, Title III-funded language enrichment program. |
| c. Newcomer | Newcomer ELLs receive 360 minutes of ENL instruction weekly. They are engaged in a challenging theme-based curriculum which focuses on vocabulary development, phonics, phonemic awareness, close-reading strategies and academic concepts. Also, the culture, native language and life experiences of the students are embedded throughout instruction. These activities are set up to build students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts. Newcomer students also participate in small Newcomer groups to provide them with sheltered opportunities to learn basic English language. These students are targeted for participation in our Title III-funded after-school program. |
| d. Developing | Developing ELLs receive similar instruction to newcomers; however, the work is more rigorous and fewer scaffolds are used, with close attention to the acquisition of Tier II academic language. When necessary, small group instruction and afterschool enrichment programs are available to these students. In addition, these students are targeted for participation in a remote Saturday program run by our community partner, Apex for Youth. |
| e. Long Term | Long-term ELL instruction, while still rigorous, focuses on the students' acquisition of academic language, phonemic awareness, reading and writing strategies, and organizational skills. Additional supports include small-group instruction with the classroom teacher, small groups with ENL push- in/pull-out teachers, participation in our Title III-funded afterschool enrichment program for ELLs, and support through our community partner's (Apex for Youth) remote Saturday program. |
| f. Former ELLs up to two years after exiting ELL status | Former ELLs receive 2 periods of integrated ENL for 2 years after scoring CM on the NYSESLAT. This instruction is delivered through a push-in/pull-out model by teachers certified in ENL or in small groups with the classroom teacher. |
| 2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? | Dual Language students are given access to bilingual dictionaries, books in their home language, and translations of tasks and directions. Dual language teachers use home language screeners and provide guided reading in both languages. TBE teachers conduct science and social studies lessons alternating between English and the students' home language (Chinese or Spanish). Running records are taken in the home language during independent reading time as well. ???????Our Dual Language classes also use Fountas and Pinnell Spanish-language running records and teacher-created Chinese language assessments to assess progress in the target language. |
| 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? | n/a |

# 21st Century Adult Learning

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| 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. | We will provide ongoing, high quality professional development for all ESOL and bilingual certified teachers that specifically address the needs of English language learners. Professional development will help teachers provide scaffolds and adjust curriculum and instruction to address language needs and promote reading, writing, speaking, and listening skills. As we have ENL and dual language programs at our school, professional development will be targeted to meet the needs of the teachers within each specific program. We we also be providing additional targeted professional development to teachers of Dual Language classes, as our program, which we began five years ago in kindergarten, is growing each year. Because nearly 50% of the students at PS 169-Sunset Park School are English language learners, and even more speak a language other than English at home, all of our professional learning will address scaffolds and supports for multilingual learners (MLs). Our monthly staff meetings will focus on providing social-emotional support to our students, many of whom experienced trauma during the COVID-19 pandemic. We will focus on how to support language learners with expressing their emotions in English, writing about things they may be struggling with, resolving conflicts with peers, and more. These staff meetings will also focus on literacy instruction and will present the most recent research on language acquisition and strategies for supporting literacy skills development in MLs. In addition, we will hold monthly grade meetings that will focus on math. During these monthly grade meetings, teachers will share scaffolds that support language acquisition for MLs specifically related to math content and vocabulary. Teachers participating in the Title III afterschool program will participate in a professional development and curriculum development session before the program begins in February. Records of all professional development, including participating teachers, agendas and sign-in sheets, information on consultants, and budget implications, are kept in the school's Google Drive. ???????Professional development will address best practices for: - Integrating language and content instruction for ELLs ?- Language acquisition in alignment with core content area instruction - Assessing and meeting the linguistic needs of ELLs ?- Vocabulary development and support using ENL strategies - Teaching and learning though the arts - Supporting ELLs in reading complex texts - Supporting ELLs in math - Preparing for the NYSESLAT ???????- Differences between our two ELL programs - ENL and DL These PD sessions will positively impact the progress of ELLs because they will help teachers design lessons that address the learning needs of ELLs, implement targeted interventions, and assess the ongoing progress of students in their class. Staff meetings and grade meetings will be facilitated by the Assistant Principal overseeing services for ELLs, as well as by current ENL push-in/pull-out teachers. These sessions will be at no cost to the school, as they are scheduled during contractual work hours. |
| 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). | We share opportunities with our staff for professional learning that offers CTLE credits, particularly those that pertain to ELL/ML instruction. Our internal professional learning overwhelmingly focuses on instruction for ELLs/MLs because so many of our students are current or former ELLs, or have characteristics of ELLs. Therefore our staff has not trouble meeting the 15%/50% threshold of total hours for ELL-specific professional development per CR Part 154. |

# Strong Family-Community Ties

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| 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. | Families are vital partners in our students' education and achievement. In order to help foster family involvement, we strive to create and provide meaningful, engaging workshops, programs and activities specifically for families of ELLs throughout the year.? In particular, we will provide workshops focused on technology so that our families can become more well-versed in supporting their children with the variety of technological resources we are using this year. In addition, we will offer parent workshops on supporting children's mental health needs in the aftermath of the pandemic. Through our partnership with the Mayor's Office of Immigrant Affairs (MOIA), we will continue to offer family members access to adult ESL classes, workshops on immigration-related issues, legal clinics, and more. We have also launched a family equity team, which is meant to empower our parents of ELLs to advocate for their children and the broader Sunset Park community. Workshops will be held monthly for approximately 1 hour each. All workshops will continue to be held remotely. Family workshops will facilitated by Assistant Principals, ENL providers, teachers, parent coordinators, family workers, community members, etc. We will also be working with Department of Education's interpretation unit to provide training for our staff and ongoing support. ???????Families are informed of all events and workshops through emails, text messages, our family newsletter, our school website, our family calendar, and PTA meetings. All families of ELL students will be invited to participate in the programs, workshops, and adult ESL classes. All written communication to families is translated and sent home in English, Spanish, and Chinese.??????? |
| 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. | In addition to scheduled parent-teacher conferences and the mandated parent orientation meetings with the intake team, parents of ELLs meet individually with their child's ENL provider at least once each school year. All meetings will be held in-person this year, however, we invite parents to schedule a one-on-one meeting with their ENL service providers to discuss goals of the program and goals for an individual student. These meetings address the ongoing needs of students as measured against their language proficiency assessment results and language development needs. Many of our teachers are bilingual; however, if interpretation is needed for these individual meetings, teachers can use our parent coordinators as interpreters, bilingual paraprofessionals, or the DOE's over-the-phone interpretation line. |

## Additional Information

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| 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. | n/a |

## PART VI: ELL IDENTIFICATION ATTESTATION

## Identification Plan

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

| 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). | Because PS 169 is accustomed to welcoming new students who do not speak English to our school, we offer many activities directed towards supporting newly enrolled ELLs and their families. Families are welcomed by our bilingual secretaries and family support team and invited to orientations for kindergarten and for our dual language programs specifically. Our ELL Coordinator provides an orientation to all new families so that they can make an informed program selection. Finally, we have a large number of programs available to support our families, many of whom are new immigrants. Our Assistant Principal works with the Mayor's Office of Immigrant Affairs to provide Know Your Rights presentations, legal clinics, and ESL classes to adults. Our Title III LEP enrichment program is geared towards our newly-enrolled ELLs. |
|---|---|
| 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. | Our identification team includes the following members and uses the following process: Step 1: Determine Students' Enrollment Status: Bilingual school secretary flags students whose parents speak a language other than English and determine students' enrollment status. Step 2: ESOL-certified ENL teacher and/or ENL coordinator completes the Home Language Identification Survey (HLIS) with the parents. Step 3: Determine NYSITELL Eligibility and Administer NYSITELL to Eligible students: ESOL-certified ENL teacher and/or ENL coordinator conducts an oral interview with the student. If the student passes the oral interview, this is entered into ATS. If the student does not pass the oral interview, the ENL teacher administers the NYSITELL. Step 4: Send Parent Notification in Preferred Language: ENL coordinator will follow up of sending entitlement letter or non-entitlement letter after NYSITELL being administered. Step 5: If a newly admitted ELLs has a home language of Spanish, the ENL coordinator will administer Spanish Lab during the same 10 school day testing window. Step 6: Identification of students with Interrupted/ Inconsistent Forma Education: ENL coordinator will follow up with SIFE identification process and input result in the ATS. Step 7: Parent Agreement and Program Placement: During the registration, ENL coordinator will show parents videos and inform parents of the three models available and support parents to choose the one they preferred. Once the student is formally identified, the Assistant Principal/ELL Coordinator invites the family to an orientation at which the program models are described. Parents will receive program choice form and program placement letters in their preferred ( native ) language. Step 8: Student Placed in ELL program: Students will be placed in the three different ELL programs offered in PS 169K. ENL coordinator will input results in the ATS screen and principal will program them in the STARS. Step 9: Identification of ELL status ( Only used as necessary): We will initiate a review of the ELL status determination upon receipt of a written request. The ENL coordinator will follow up with the process. Step 10 Review of Re-Identification of ELL Status Reversal( only used as necessary) : The principal will consult with ENL coordinator, a qualified staff member, the parent/guardian , and the student. If the principal decides to reverse the ELL status, she must consult with the superintendent. Final decision will be sent in parent's preferred language within 10 school days. The entire process is tracked on a Google Sheet, which is accessible to all identification team members in our school's Google Drive. |

# 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 |
|---|---|---|---|---|---|
| Johanna | Bjorken | LAC | 2021 | Yes | Johanna |
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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 |
|---|---|---|
| Julie | Guevara | Parent Coordinator |
| Renee | Peng | Parent Coordinator |
| Cheryl | Wong | STH Coordinator |

| Is the Primary LAC the point of contact for parents regarding language access question or concerns? | No |
|---|---|

**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 |
|---|---|---|---|---|
| Chinese | 467 | 53.19 | 292 | 34.6 |
| Spanish | 235 | 26.77 | 244 | 28.91 |
| English | 124 | 14.12 | 107 | 12.68 |
| Mandarin | 20 | 2.28 | 176 | 20.85 |
| Cantonese | 15 | 1.71 | 6 | 0.71 |
| Arabic | 4 | 0.46 | 4 | 0.47 |
| Bengali (Bangla in Bangladesh) | 4 | 0.46 | 6 | 0.71 |
| Vietnamese | 4 | 0.46 | 3 | 0.36 |
| Cebuano | 1 | 0.11 | 0 | 0 |
| Polish | 1 | 0.11 | 3 | 0.36 |
| Russian | 1 | 0.11 | 1 | 0.12 |
| Urdu | 1 | 0.11 | 1 | 0.12 |
| Uzbek | 1 | 0.11 | 1 | 0.12 |

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

| Language | # of Staff to Help with Written Translation | # of Staff to Help with Oral Interpretation |
|---|---|---|
| Chinese | 10 | 20 |
| Spanish | 5 | 15 |
| English | 120 | 120 |
| Arabic | 1 | 1 |
| Vietnamese | 1 | 1 |
| Polish | 1 | 1 |
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|---|---|
| 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:<br><br>■ Part III of the Home Language Identification Survey (HLIS)<br>■ Automate The System (ATS) reports<br>■ Student Emergency Contact cards<br>■ Surveys conducted by your school. | The school uses the RAPL report to a) identify the preferred written and spoken languages for all students in the school, and b) obtain that information for families for whom it is missing. We update this information in ATS from the student emergency contact cards and ATS reports. We ensure that information about parents preferred languages are available to everyone who may be organizing communications to parents, including classroom and out of classroom teachers, school aides, parent coordinators and administrators. |

## 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. |
|---|---|---|
| seasonal letter | 10 | internal staff |
| emergency letters | 15 | internal staff |
| promotion materials | 20 | internal staff |
| updates | 50 | internal staff |
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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. |
|---|---|---|
| PTC | twice/year | teachers, internal staff, contracted vendor, doe language line |
| curriculum night | twice/year | teachers, internal staff, language line |
| emergency meetings | once/month | teachers, internal staff, doe language line |
| SLT | once/month | teachers, internal staff |
| PTA | once/month | teachers, internal staff |
| graduation | once/year | contracted vendor |
| parent events | 4-6 times per year | internal staff, contracted vendor |
| registration | 15 dates in spring | internal staff |

| | |
|---|---|
| 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..) | Our family support team contains two staff fluent in Chinese (Mandarin and Cantonese) and one member fluent in Spanish. All school wide communications are translated into Spanish and simplified Chinese (if written) and/or Mandarin (if spoken). We use pocket talk interpretation devices, google translate, and the over the phone interpretation line to reach the small number of parents who are unable to communicate in English in an emergency. |
| (B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..). | Multilingual communication is interwoven into every operational aspect at PS 169. Depending on the nature of the event, we will rely on a variety of internal staff to interpret. Typically we will rely on staff who have a close knowledge of the nature of the event (ie paraprofessionals if a classroom issue, front office if clerical, school aides if procedural (ie late pickup), and family support/guidance team if complex. We use internal staff resources, PocketTalk and Google Translate for our non-dominant languages. |
| (C) If a parent has an emergency and needs to contact the school. | Our front office has spoken capabilities in the primary two languages spoken by parents (Mandarin and Spanish). If parents are unable to reach the main office, the phone greeting allows them to contact the parent coordinators. Guidance counselors are often also available as backups in an emergency. We use internal staff resources, PocketTalk and Google Translate for our non-dominant languages. |

# 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 | email |
| Over-the-Phone Interpretation Desk Aid | email |
| Language Access Handbook | email |
| T&I Unit InfoHub Link | email |
| PocketTalk interpretation devices | available to be checked out from main office |

| 1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook). | Bilingual staff asked to interpret or translate are encouraged to use the resources on the DOE Language and interperation page. Staff are trained to translate and for simultaneous translations. All translations going out to families are checked and copy edited twice in Spanish, Chinese, and English. All documents are digitally accessed through our sunset park school accounts. Two paraprofessionals and our parent completed 30 hours of formal translation and interpretation training offered in Spring 2022 through a DOE professional development program, at least 4 other staff participated and benefitted from at least partially attending the course. Those staff have priority for per session translation/interpretation activities. Language equity and access is embedded into every aspect of PS 169; in a school where fewer than 15% of children speak English at home, this is an imperative. We will be receiving funds through the Culturally Responsive Schools Family Leadership grant, whose purpose is to "strategically and thoughtfully engage multilingual and immigrant families in our school community. We are engaging our language access and equity team in planning to make sure these funds are used to improve language justice and parent access across our multilingual community. |
| --- | --- |

## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

| 1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:<br><br>- Translated signage<br>- Brochures/flyers/letters shared with parents<br>- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)<br>- Messaging phone applications<br>- Parent's Guide to Language Access<br>- NYC Public School Guidebook | All written communication is translated into the parents' preferred language. Signs are posted at the entrance of the building with information about parents' rights to language access, and parents are given the Parent's Guide to Language Access. Interpretation is offered at all meetings and events. |
| --- | --- |

## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

| 1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey. | We will be receiving funds through the Culturally Responsive Schools Family Leadership grant, whose purpose is to "strategically and thoughtfully engage multilingual and immigrant families in our school community. We are engaging our language access and equity team in planning to make sure these funds are used to improve language justice and parent access across our multilingual community. In planning for the use of these funds, we are looking to learn from the participatory action research (PAR) model, as well as CBOs active in Sunset Park who engage with immigrant parent communities to improve not only the quality of feedback, but also to create and change the models we use for ensuring equity of voice in our community. |
| --- | --- |
| 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. | We will be using the parent survey on language access or another survey for the first time in 2023. Our NYC school survey results from 2021-22 report 97% of English language learners agree (62%) or strongly agree (36%) with the statement "my child's school communicates with me in a way that I can understand". We are engaging in a deep internal surveys across our school to identify and explore current and past practice used by teachers and other staff when communicating with caregivers with whom they do not share a language. We plan also to deep appraisal of staff who currently interpret about their practices, success, frustrations and needs. Family feedback and participation will be a key element as we use the Family engagement grant funds to transform and reimagine parent engagement with our multilingual community. As that plan is developed, mechanisms for evaluation, particularly parent feedback, will be a key element. |

# 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: | PS169 Sunset Park School |
| DBN: | 15K169 |
| **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.** | 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: | 150 |
| Total # of teachers in this program: | 15 |
| # of certified ESOL/Bilingual teachers: | 11 |
| # of content area teachers: | 4 |

| | |
|---|---|
| Describe the direct instruction supplemental program here and include the<br><br>▪ Rationale<br>▪ Subgroups and grade levels of students to be served<br>▪ Schedule and duration<br>▪ Language of instruction<br>▪ Number and types of certified teachers<br>▪ Types of materials | Rationale: Our SY22-23 instructional supplemental programs will be designed to support and to meet the needs of ALL ENLs. As we welcome new ENL students to join PS 169, we notice a need to provide immediate language support to the newcomers. Our first Title III program will be focused on supporting grade 2-5 first year newcomers and/or ELLs who tested as an entering/emerging level at their second year. Our second Title III program will be provided to support grade 3-5 transitioning and expanding level ELLS for them to excel in State Test , NYSESLAT and more. There are a total of 445 ELLs at PS 169K. For the Title III newcomer program, we invited a total of 56 students from grade 2-5 to join. Title III newcomer program schedule is as follows: Sessions for students : 10/15, 10/22, 10/29 ,11/5, 11/19, 12/3, 12/10 and 12/17 Student hours : 9:00-12:00 For the newcomer program, we are going to use BrainPOP ELL as the core curriculum. There will be a separate BrainPOP ELL Saturday classes set up for each student. Reading A-Z ELLs and Reach program will also be adapted to the program. Teachers will also integrated language learning with STEM / Art activities to fully immerse and enrich our newcomers. Students will be grouped based on their age and their proficiency level. There will be a total of 7 classes and all teachers are either ENL or bilingual certified teachers. There will be no more than 8 students in each class. The second session of the Title III program will be provided to grade 3-5 expanding and transitioning level ENLs. We plan to invite 143 students to join the Title III Spring session. Title III Spring Session schedule is as follows: Sessions for students : 2/4, 2/11, 3/4 , 3/11, 3/18 , 3/25 , 4/1, 4/29, 5/6 and 5/13 Student hours : 9:00-12:00 For Title III Spring session, we are going to use Ready New York ELA workbooks and New York ELLs as the core curriculum. These books are to be used to support students with test taking strategies, stamina building and vocabularies support. These books are to be used only for Title III Spring session. Raz-kid and Zearn will also be adapted to use in the program. Students participate in title III spring session will be grouped based on their grade level. There will be a total of 8 classes and we plan to invite four ENL or bilingual certified teachers and four general education certified teachers. With collaboration between ENL teachers and content area teachers, students will be able to practice and reinforce content area knowledges and sharpen language skills . Students will be benefited by having additional time on Saturday with additional support. There will be no more than 12 students in each class. Both Title III Saturday programs are designed to develop and build language proficiency in listening, speaking, reading, and writing through explicit language instruction, read aloud, TPR and STEM / Art activities to support ELLs at different proficiency level. Students will also have multiple opportunities to read, write, and speak with each other, thereby increasing language skills and fluency. Progress will be monitored by pre- and post-assessments conducted by teachers. Teachers will also use data from NYSESLAT, NYSITELL, , conferring notes, Star Renaissance MOY assessment and EDUR to plan and meet the needs of students for reading, writing and math. Teachers will also use online program like BrainPOP and/or Flip grid for students to submit oral responses to questions given by the teachers as part of the session completion. At the end of the program, teachers will have a portfolio for each student. Program supervisor will double check with teachers for attendance records. Student attendance records will be kept in room 439 for reference. Students who do not attend will receive a phone call from a parent coordinator. The total allocation for materials for both program will not exceed 20% of total allocation. The supervision will be at cost of Title III program to provide safety and security for staff members and students who come to the building on Saturdays. The regular school days is Monday to Friday, from 8:00 to 4:00. The per-session schedule for the supervisor is from 8:30 to 12:30 on Saturdays listed above. |
| Rationale | Rationale: Our instructional supplemental programs will be designed to support and to meet the needs of ALL ENLs. As we welcome new students to join PS 169, we notice a need to provide immediate language support to the newcomers. Our first Title III program will be focused on supporting grade 2-5 first year newcomers and/or ELLs who tested as an entering/emerging level at their second year. With an influx of students who came with very limited English or no English, additional support is crucial. Out of 445 ELLs at PS 169K, there are 127 entering level and 78 emerging level ENLs. For the Title III newcomer program, we invited a total of 56 students from grade 2-5 to join. Since this is a newcomer program, only ENL and bilingual certified teachers will be invited. With the knowledge, experiences, best practices and native language support, we will support our newcomers in the process of learning English language art. The second Title III program will be provided support to grade 3-5 transitioning and expanding level ELLS to excel in State Test , NYSESLAT and more. A total of 143 students will be invited to join. There will be a total of 8 classes and we plan to invite four ENL or bilingual certified teachers and four general education certified teachers to participate in this program. With collaboration between ENL teachers and content area teachers, students will be able to practice and reinforce content area knowledges and sharpen language skills . Students will be benefited by having additional time on Saturday with additional support. |
| Subgroups and grade levels of students to be served | For the Title III newcomer program, we invited a total of 56 students from grade 2-5 to join. This newcomer session, 56 entering and emerging level ELLs will join. For Title III Spring session, We plan to invite 143 students to join the Title III Spring session. This session will invite grade 3-5 transitioning and expanding level ELLs to attend. |
| Schedule and duration | Title III newcomer program schedule and duration is as follows: Sessions for students : 10/15, 10/22, 10/29 ,11/5, 11/19, 12/3, 12/10 and 12/17 Student hours : 9:00-12:00 Title III Spring Session schedule is as follows: Sessions for students : 2/4, 2/11, 3/4 , 3/11, 3/18 , 3/25 , 4/1, 4/29, 5/6 and 5/13 Student hours : 9:00-12:00 |
| Language of instruction | Language of instruction for Title III newcomer program: The language of instruction for the newcomer program will be English with some native language support depending on language needs & staffing. We will provide home language support through staffing when available (teachers who are bilingual in English/Spanish and English/Chinese) and supplemental materials such as books, songs, poems, videos, and other teacher-created instructional materials in the students' home languages. The instruction language of Title III Spring session will be English. |
| Number and types of certified teachers | Number and types of certified teachers: For Title III newcomer program: There are 7 ENL/Bilingual certified teachers teaching in the Title III newcomer program. They will each teach students in their own class. For the Title III Spring session: There will be 8-10 teachers invited to join the Title III Spring session. We will have team-teaching and flexible grouping. |
| Types of materials | Materials: - Making and Tinkering with STEM (professional text for teachers) ( Title III Saturday-newcomer program) - BrainPOP ELL ( Title III Saturday-newcomer program) - Nyseslat test books ( Title III Saturday-Spring ) - Ready New York ELA and Math book ( Title III Saturday-Spring ) - Depending on the challenge teachers are using, materials such as cardboard boxes, paper, scissors, string, straws, play-dough, crayons, etc. These materials will be paid for out of the Title 3 budget.The total allocation for materials for both program will not exceed 20% of total allocation and materials purchased with Title III LEP funds will not be used during the instructional day. |

| | |
|---|---|
| Include any additional details here: | N/A |
| The direct instruction component of the program will consist of (check all that apply): | ,Saturday Academy |
| Grades to be served in this program. Select all that apply. | ,2,3,4,5 |

# PART C: PROFESSIONAL DEVELOPMENT

| | |
|---|---|
| Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:<br><br>▪ rationale<br>▪ teachers to receive training<br>▪ schedule and duration<br>▪ topics to be covered<br>▪ name of provider | Rationale: We will provide ongoing, high quality professional development for all ESOL and bilingual certified teachers that specifically address the needs of English language learners. Professional development will help teachers provide scaffolds and adjust curriculum and instruction to address language needs and promote reading, writing, speaking, and listening skills. As we have ENL and dual language programs at our school, professional development will be targeted to meet the needs of the students and teachers within each specific program. Every Saturday, we will be meeting for 30 minutes before class to form 5 study groups for each grade band. The purpose of this study group session is to use student data from each session to adjust teaching points for the following week. Each time, teachers will be asked to bring in student data to share and to plan together to adjust topics to be covered for the next Saturdays. Time and Duration for Saturday ENL PD is as follows: Title III newcomer program PD schedule and duration is as follows: Sessions : 10/8, 10/15, 10/22, 10/29 ,11/5, 11/19, 12/3, 12/10 and 12/17 Time: 8:00-8:30 Title III Spring Session PD schedule is as follows: Sessions : 1/21, 2/4, 2/11, 3/4 , 3/11, 3/18 , 3/25 , 4/1, 4/29, 5/6 and 5/13 Time: : 8:00-8:30 For dual language program support, professional development will be targeted to meet the needs of the students and teachers in that program. We have been adapting PAF and Aprendo Leyendo in Spanish DL program and an on-going professional development sessions is as follows: Sessions: 9/14, 9/21, 10/12, 10/19, 11/2, 11/16, 12/7, 1/11, 1/18, 2/1, 2/8, 3/8, 5/10, and 5/24 Time: 8:20-1:30 Presenter: Kaarina Bauerle and Amy Linden In addition, we will continue encourage the collaborations between ENL teachers and general education teachers. This year, we were successfully group ENL teachers with general education teachers and art teachers to attend a language embedded art PD and expect to send more teachers next year to attend PD/workshops together. As teachers working together , our language learners will benefit the most. We will continue encourage teachers work in groups to attend PD. The attendance record for each session will be kept in the main office and the agenda for each PD will be saved in the DOE drive. This component is at cost to Title III LEP and will not exceed 10% of total allocation |
| Rationale | Rationale: We will provide ongoing, high quality professional development for all ESOL and bilingual certified teachers that specifically address the needs of English language learners. Professional development will help teachers provide scaffolds and adjust curriculum and instruction to address language needs and promote reading, writing, speaking, and listening skills. As we have ENL and dual language programs at our school, professional development will be targeted to meet the needs of the teachers within each specific program. In addition, we will continue encourage the collaborations between ENL teachers and general education teachers. This year, we were successfully group ENL teachers with general education teachers and art teachers to attend a language embedded art PD and expect to send more teachers next year to attend PD/workshops together. As teachers working together , our language learners will benefit the most. We will continue encourage teachers work in groups to attend PD. In addition, for dual language program support, professional development will be targeted to meet the needs of the students and teachers in that program. We will continue working with staff developers from PAF and Aprendo Leyendo to provide an on-going , in-person, informative and high quality professional development sessions to support DL teachers and students' learning. The attendance record for each session will be kept in the main office. The agenda for each PD will be saved in the DOE drive. This component is at cost to Title III LEP and will not exceed 10% of total allocation. |

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|---|---|
| Teachers to receive training | Teachers to receive training: More than 50% of the students at PS 169-Sunset Park School are English language learners, and we aim to provide on-going, high quality professional development sessions to ALL teachers in the building. For Saturday PDs, 15 ENL/Bilingual teachers will receive weekly training to use student data to adjust instructions in order to meet the needs for our ENLs. These meetings will also focus on literacy instruction and will present the most recent research on language acquisition and strategies for supporting literacy skills development in MLLs. In order to better support the whole school community, ENL teachers will also present and share best practices and scaffolds that support MLLs to K-5 general education teachers during our monthly grade meetings. |
| Schedule and duration | Schedule and Duration: Time and Duration for Saturday ENL PD is as follows: Title III newcomer program PD schedule and duration is as follows: Sessions : 10/8, 10/15, 10/22, 10/29 ,11/5, 11/19, 12/3, 12/10 and 12/17 Time: 8:00-8:30 Title III Spring Session PD schedule is as follows: Sessions : 1/21, 2/4, 2/11, 3/4 , 3/11, 3/18 , 3/25 , 4/1, 4/29, 5/6 and 5/13 Time: : 8:00-8:30 Time and Duration for PAF and Apprendo Lyendo is as follows: Sessions: 9/14, 9/21, 10/12, 10/19, 11/2, 11/16, 12/7, 1/11, 1/18, 2/1, 2/8, 3/8, 5/10, and 5/24 Time: 8:20-1:30 Teachers participating in the Title III Saturday programs will have a curriculum development session prior to the start of the program. Records of all professional developments, including participating teachers, agendas and sign-in sheets, information on consultants, and budget implications, are kept in the school's Google Drive. This component is at cost to Title III LEP and will not exceed 10% of total allocation" |
| Topics to be covered | Topics to be covered: - Building vocabulary and background knowledge through read aloud - Integrating language and content instruction for ENLs - Language acquisition in alignment with core content area instruction - Assessing and meeting the linguistic needs of ENLs - Using thinking map to support ENLs - Teaching and learning though the arts - Supporting ENLs in reading complex texts - Supporting ENLs in math - Preparing for the NYSESLAT |
| Name of provider | Name of provider - PAF staff developer ( Kaarina Bauerle and Amy Linden) - Two literacy coaches ( Yaritza Rodriguez and Jennifer Chubak) - ENL coordinator ( Denise Noriega) - Assistant Principal ( Pei Yu Chang) |
| Include any additional details here: | N/A |

# PART D: PARENT ENGAGEMENT ACTIVITIES

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|---|---|
| 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:<br><br>- rationale<br>- schedule and duration<br>- topics to be covered<br>- name of provider<br>- how parents will be notified of these activities | Rationale: Families are vital partners in our students' education and achievement. In order to help foster family involvement, we strive to create and provide meaningful, engaging workshops, programs and activities specifically for families of ELLs throughout the year. In particular, we will provide workshops focused on family literacy and math support and resource sharing so that our families can become more well-versed in supporting their children with the resources we are using. In addition, we will offer parent workshops on supporting children's mental health needs in the aftermath of the pandemic. Through our partnership with the Mayor's Office of Immigrant Affairs (MOIA), we will continue to offer family members access to adult ESL classes, workshops on immigration-related issues, legal clinics, and more. Topics to be covered: - Family literacy support, 11/15 at 2:30 Presenter: Gina Verga - Family math support, 12/13 at 2:30 Presenter: Raysa Villalona - Family SEL support, 1/10 at 2:30 Presenter: Eva Garriga - Getting ready for NYSESLAT , 2/7 at 2:30 Presenter: Denise Noriega All presenters are ENL teachers at PS 169. Classroom teachers will post information of family activities in their GC. Parents will also be notified by letters and flyers in three different languages ( English, Spanish and Chinese). The day before the event, we will send out robot call to remind parents. The attendance records will be kept in the main office and the agenda and invitations will be kept in the school drive. This component is not at cost to Title III LEP funds. |
| Rationale | Rationale: Families are vital partners in our students' education and achievement. In order to help foster family involvement, we strive to create and provide meaningful, engaging workshops, programs and activities specifically for families of ELLs throughout the year. In particular, we will provide workshops focused on technology resources so that our families can become more well-versed in supporting their children with the variety of technological resources we are using. In addition, we will offer parent workshops on supporting children's mental health needs in the aftermath of the pandemic. Through our partnership with the Mayor's Office of Immigrant Affairs (MOIA), we will continue to offer family members access to adult ESL classes, workshops on immigration-related issues, legal clinics, and more. Most parent workshops will be at no cost to our school, and those that are won't be paid for out of the Title III budget. |
| Schedule and duration | Schedule and duration: - Family literacy support, 11/15 at 2:30 - Family math support, 12/13 at 2:30 - Family SEL support, 1/10 at 2:30 - Getting ready for NYSESLAT , 2/7 at 2:30 |
| Topics to be covered | Topics to be covered: - Family literacy support, 11/15 at 2:30 Presenter: Gina Verga - Family math support, 12/13 at 2:30 Presenter: Raysa Villalona - Family SEL support, 1/10 at 2:30 Presenter: Eva Garriga - Getting ready for NYSESLAT , 2/7 at 2:30 Presenter: Denise Noriega |
| Name of provider | Providers: Family workshops will facilitated by Assistant Principals, ENL providers, teachers, parent coordinators, family workers, community members, etc. We will also be working with Department of Education's interpretation unit to provide training for our staff and ongoing support. |
| How parents will be notified of these activities | Classroom teachers will post information of family activities in their GC. Parents will also be notified by letters and flyers in three different languages ( English, Spanish and Chinese). The day before the event, we will send out robot call to remind parents . |
| 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 - Per diem | N/A | |
| Purchased services -High quality staff and curriculum development contracts. | N/A | |
| Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed. | N/A | |
| Educational Software (Object Code 199) | N/A | |
| Travel | N/A | |
| Other | N/A | |
| TOTAL | N/a | |

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

# APPENDIX 4: TITLE I PROGRAM INFORMATION

## TITLE I PROGRAM INFORMATION

## Part 1: Title I Program Type

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

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

**Directions:**

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

| | |
|---|---|
| Your school's Title I Program | Title I SWP |

## Part 2: All Title I Schools

| | | |
|---|---|---|
| **High Quality and Ongoing Professional Learning:** Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards. | Administrators and coaches work with the BCO, district, and various central departments for on and off site support. During the Professional Learning, cohorts of teachers work with coaches and administrators to refine their units of study in math and literacy so that they best meet the needs of our learners. Teachers will also have have grade level meetings as well as support. Please see section 5a and 5b for a full menu of Professional Development opportunities we are providing for our staff. | |

# Part 4: Schoolwide Program (SWP)

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|---|---|
| **Transition Plans to Assist Preschool Children (Elementary Schools Only):** Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.). | PS169 collaborates with organizations in the community that research and prioritize pds and parent involvement activities that support the transition of preschool children to elementary school. |

# Part 5: "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts) | Column A Verify with an (X) | Column B Section/AOC Reference(s) |
|---|---|---|---|---|
| Title I, Part A (Basic) | Federal | $977,828 | X | Class size reduction, enrichment, bridging achievement gap |
| Title I, School Improvement 1003(a) | Federal | N/A | X | N/A |
| Title II, Part A | Federal | $169,573 | X | Class size reduction |
| Title III, Part A | Federal | $59,058 | X | Supplemental for ELLs, direct instruction, PD, family engagement, OTPS |
| Title III, Immigrant | Federal | N/A | X | N/A |
| Title IV, Part A | Federal | $21,280 | X | Supplemental ELA Math Support |
| Tax Levy (Fair Student Funding) | Local | $9,478,693 | X | N/A |

# Explanation/Background

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

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

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

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

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

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

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

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

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

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

# APPENDIX 6: SUBMISSION ASSURANCES

## 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.