

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	23K184
School Name	P.S. 184 Newport
Principal	Lisa Linder

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Newport School
District Borough Number (DBN):	23K184
Grades Served:	PK-8
School Address:	273 Newport Street Brooklyn, NY 11212
Phone Number:	(718)495-7776
Fax:	718-385-4655
School Contact Person:	Andy John Duncan
School Contact Person Email Address:	AJohnDuncan@schools.nyc.gov
Principal:	Andy John Duncan

United Federation of Teachers (UFT) Chapter Leader:	Denise Huggins
Parents' Association President:	Pamelita Romero
SLT Chairperson:	Samantha Holmes
Title I Parent Advisory Council Chairperson (PAC):	Samantha Holmes
Student Representative(s) Middle /High School:	None
Student Representative(s) Middle /High School:	None
Community Based Organization (CBO) Representative:	Mia Adams
School-Based Students in Temporary Housing (STH) Liaison:	Edwin Cortes

District Information

Geographic District:	District 23
Superintendent:	Khalek Kirkland
Superintendent's Office Address:	1784 Park Place, Brooklyn, NY 11233
Superintendent's Email Address:	kkirkland2@schools.nyc.gov
Phone Number:	(718) 346-0816
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Andy John Duncan	Principal or Designee*		
Denise Huggins	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Pamelita Romero	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Marisol Lopez	District Council 37 (DC 37) Representative (staff), if applicable		
Samantha Holmes	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)		
Mia Adams	CBO Representative, if applicable		
Nekeisha Quick	Member/Parent		
Nadia Barker	Member/Parent		
Tamara Shannon	Member/Parent		
	Member/Parent		
Samantha Holmes	Member/SLT Chairperson		
Earlyn Henry	Member/SLT Secretary		
Judy Chase Marshall	Member/Teacher		
Wanda Speede	Member/Community School		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Mia Adams	Victory Music and Dance	
N/A		

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good standing
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Provide your school's mission statement:	<p>At 184 Newport, we believe that all students can learn and have a fundamental right to a quality education. We prepare students to successfully navigate the world as productive and informed citizens. Students discover their passion for excellence and greatness by engaging in a structured environment where they feel safe and challenged academically. Our continuous commitment to improvement ensures that our students are reflective, well- rounded, and self-directed. We will push them to their purpose and prepare them to have a competitive edge. We offer tiered instructional experiences, exposure to the arts and sports, and the chance to develop effective communication skills. Our teaching is rooted in data and empowers students to take ownership of their education. All stakeholders will improve student achievement by focusing efforts on their success. We have a shared responsibility to our students to advance the mission of The Newport School PS/IS 184. We know that students, parents, teachers, and administrators must pull together to make that happen and pride ourselves on working closely with the community. We adopted the GREATNESS acronym which will assist our school in achieving our vision. We will Guide our instruction through close analysis of data to promote growth. We will Respond to the culturally diverse needs of our community. We will Empower our students with the necessary tools tools to be competitive in the 21st century world. We will Aspire to accommodate our students based on their academic and social emotional needs. We will Teach using transformative practices to help our students thrive. We will Nurture the natural talents of our community to bring about necessary change. We will Equip parents and community members with the tools necessary to support and advocate for the education of our children. We will Support our students learning and activism to promote social justice. We will Strengthen our students ability to be respectful, responsible, and ready to learn.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Welcome to PS/IS 184. Where Excellence is Expected, and Greatness is Created. Our vision as a school community is to inspire every stakeholder to expect excellence and achieve greatness. By doing so, we will create opportunities for reflective practices that will lead to student success by ensuring that all parents, teachers, and administrators instill a competitive edge in each of our students. We must educate the whole child. We offer a challenging and flexible curriculum to differentiate for all students, address their social and emotional needs, and build character. School Demographic Asian: <1% Black: 67% Hispanic or Latinx: 30% Native American: <1% Native Hawaiian/Pacific Islander: 0% White: 1% English language learners: 5% Students with disabilities: 31% Female: 45% Male: 55% We are a UCS Community School. As such, we partner with several organizations to provide services to the community. Our partnerships focus on health, academic support, and social & emotional well-being. Through them, we offer after-school programs, health initiatives, counseling, technology, and free dental & vision services. A list of partnerships is listed below. -Purelements (Jewelry Making, Dance/Movement serving Grades 1-5) -The Leadership Program (Double Dutch Lunch Push-in serving all grades) -Center for Integrated Teacher Education (Teacher coaching and parent workshops) -Victory Music and Dance (Middle school band, dance) -Asphalt Green – Full School Recess Enhancement (UCS funding) -Craft Keepers – Arts and Crafts for all students - Center for Integrated Training & Education.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Intro to Literature	Digital Platform
ELA	6-8	Common Lit	Digital and Print
Math	6-8	Envisions	Digital and Print
ELA	3-5	Into Reading	Digital Platform
Math	3-5	Into Math	Digital and Print
ELA	K-2	Into Reading	Digital Platform
Math	K-2	Envision	Digital and Print
ELA	K-2	Heggerty	Digital and Print

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)
Strengthen implementation of new curriculum, and improve analysis and response to students performance data	Spring 2022 State Exam results reveal 28% of students are performing on grade level. At the same time, 72% of students are performing below grade level. Most SWDs perform below grade level and significantly lower than their general education peers. Vocabulary is an area of strength across most grades.	COVID-19 happened, we are faced with staff shortages, high rates of absenteeism and quarantines. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time.

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	28	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 28 to 38, as measured by NYS ELA Exam.

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)
		January 2023 - February 2023			
NYS READING and LANGUAGE ARTS STATE EXAM	% of students at Levels 3 and 4	17% COVID-19 happened, we are faced with staff shortages, high rates of absenteeism and quarantines. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time.	20% of students at Levels 3 and 4	24% of students at Levels 3 and 4	28% of students at Levels 3 and 4

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?)
08/29/2022	09/06/2022	Administrators will devise a professional development plan inclusive of professional development topics and dates aligned to schoolwide needs.
09/12/2022	09/16/2022	Administrators will introduce the professional development plan to teachers.
09/12/2022	10/16/2022	Teacher teams meet to identify and unpack priority standards.
09/12/2022	01/31/2023	Administrators and teacher leaders will facilitate professional development for teachers to implement standard-based instruction. Teachers will also be encouraged to engage in self guided professional development.
09/12/2022	01/31/2023	Teachers will engage in common planning once a week.
09/26/2022	01/31/2023	Teachers will implement targeted guided ELA instruction designed to meet the needs of all learners.
11/01/2021	12/09/2022	Administrators will facilitate data conferences with teachers to examine fall benchmark data. and discuss how data is being used to drive instruction.
09/12/2022	01/31/2023	Teachers and administrators will track iReady, and in-class data to ensure that students are on target toward making progress.

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	02/28/2023	Administrators will meet all with teachers to examine and discuss how data from the Winter Benchmark is being used to drive instruction.
02/01/2023	02/28/2023	Administrators will examine teacher observation data and professional development plan to determine if the professional development plan should be modified in response to teacher need.
02/01/2023	06/23/2023	Administrators and teacher leaders will continue to facilitate professional development for teachers to implement standard-based instruction. Teachers will also be encouraged to engage in self guided professional development.
04/24/2023	05/26/2023	Administrators will meet all with teachers to examine and discuss how Spring Benchmark data is being used to drive instruction.
02/01/2023	06/23/2023	Teachers and administrators will continue to track iReady, and in-class data to ensure that students are on target toward making progress.
02/01/2023	06/23/2023	Teachers will continue to engage in common planning once a week.
02/01/2023	06/23/2023	Teachers will continue to implement targeted guided ELA instruction.
02/01/2023	06/23/2023	The school will engage parents in on-going workshops to support their children with "in-school" and "remote" learning.

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)
09/12/2022	06/23/2023	Monthly workshops	N/A
09/12/2022	06/23/2023	RAP Sessions	N/A

Human Resources	All applicable staff members will be leveraged to meet this goal
Instructional Resources	All applicable curriculum resources will be leveraged to meet this goal
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen implementation of new curriculum, and improve analysis and response to students performance data.	Spring 2022 NYS Math results reveal 14% of students are performing on grade level. In addition, 86% of students are performing below grade level. Most SWDs are performing below grade level and significantly lower than their general education peers.	COVID-19 happened, we are faced with staff shortages, high rates of absenteeism and quarantines. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	14	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 14 to 24, as measured by NYS Math Exam.

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)
		January 2023 - February 2023			
NYS Math EXAM	% of students at Levels 3 and 4	12%	10% of students at Levels 3 and 4	15% of students at Levels 3 and 4	22% of students at Levels 3 and 4

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?)
08/29/2022	09/06/2022	Administrators will devise a professional development plan inclusive of professional development topics and dates aligned to schoolwide needs.
09/06/2022	09/12/2022	Administrators will introduce the professional development plan to teachers.
09/12/2022	01/31/2023	Teacher teams meet to identify and unpack priority standards.
09/12/2022	01/31/2023	Administrators and teacher leaders will facilitate professional development for teachers to implement standard-based instruction. Teachers will also be encouraged to engage in self guided professional development.
09/12/2022	01/31/2023	Teachers will engage in common planning once a week.
09/12/2022	01/31/2023	Teachers will implement targeted guided math instruction designed to meet the needs of all learners.
10/11/2022	11/23/2022	Administrators will facilitate data conferences with teachers to examine fall benchmark data. and discuss how data is being used to drive instruction.
09/12/2022	01/31/2023	Teachers and administrators will track Map Growth, Iready, and in-class data to ensure that students are on target toward making progress.

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	02/10/2023	Administrators will meet all with teachers to examine and discuss how data from the Winter Benchmark is being used to drive instruction.
02/01/2023	02/24/2023	Administrators will examine teacher observation data and professional development plan to determine if the professional development plan should be modified in response to teacher need.
02/01/2023	06/27/2023	Administrators and teacher leaders will continue to facilitate professional development for teachers to implement standard-based instruction. Teachers will also be encouraged to engage in self guided professional development.
04/01/2023	04/14/2023	Administrators will meet all with teachers to examine and discuss how Spring Benchmark data is being used to drive instruction.
02/01/2023	06/27/2023	Teachers and administrators will continue to track Mapgrowth, iReady, and in-class data to ensure that students are on target toward making progress.
02/01/2023	06/27/2023	Teachers will continue to engage in common planning once a week.
02/01/2023	06/23/2023	Teachers will continue to implement targeted guided math instruction.
02/01/2022	06/26/2023	The school will engage parents in on-going workshops to support their children with learning.

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)
09/12/2022	01/30/2023	Parent workshops	N/A
09/12/2022	01/30/2023	N/A	N/A

Human Resources	All applicable staff members will be leveraged to meet this goal
Instructional Resources	All applicable curriculum resources will be leveraged to meet this goal
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase Bullying Prevention programs and communication.	2022 NYC School Survey results reveal a 52% positive response rate for Safety and Restorative practices category.	One root cause is that students come from abusive households; therefore, they feel unloved and unnecessary. The behavior makes the student(s) angry and insecure.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	52	By June, 2023, practices related to Preventing Bullying will improve by 10%, from 52 to 62, as measured by positive NYC School Survey responses, 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)
		Jan/Feb 2023			
NYC School Survey	% Positive Response to Safety and Restorative Approaches to Behavior	52	50% Positive Response to Safety and Restorative Approaches to Behavior	50% Positive Response to Safety and Restorative Approaches to Behavior	53% Positive Response to Safety and Restorative Approaches to Behavior

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?)
08/29/2022	09/06/2022	Social Emotional Learning Team will meet to create an SEL action plan to address schoolwide issues and examine data from ORRS as it relates to bullying, harassment, and intimidation.
09/07/2022	09/09/2022	Social Emotional Learning Team will meet with teachers to share the action plan during the first week of school.
09/12/2022	01/31/2023	Social Emotional Learning Team will meet monthly with teachers who provide direct instruction of SEL curriculum.
09/12/2022	01/31/2023	Social Emotional Learning Team will provide monthly professional development sessions to teachers on the "Rethink Education" curriculum, which addresses bullying, harassment and intimidation.
09/12/2022	01/31/2023	Teachers will facilitate quarterly lessons on bullying to make students aware of what bullying is and is not. Students will be made aware of who bullying should be reported to during every lesson.
09/12/2022	01/31/2023	Teachers will implement culturally responsive instruction that encourages student voice and values students' authentic experiences.
11/14/2022	11/30/2022	SEL team will analyze OORs and survey data to determine the effectiveness of SEL action plan and will modify if needed.

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	02/10/2023	SEL team will meet with the Administrative Cabinet to analyze current ORRS data to see if OORS data related to bullying, harassment and intimidation to project whether progress is being made.
02/01/2023	02/10/2023	SEL will meet with teachers to share relevant OORS data related to bullying, harassment and intimidation.
02/01/2023	06/23/2023	Social Emotional Learning Team will continue to meet monthly with teachers who provide direct instruction of SEL curriculum
02/01/2023	06/23/2023	Social Emotional Learning Team will continue to provide monthly professional development sessions to teachers on the "Rethink Education" curriculum, which addresses bullying, harassment and intimidation.
02/01/2023	06/23/2023	Teachers will continue to facilitate quarterly lessons on bullying to be made aware of what bullying is and is not. Students will be made aware of who bullying should be reported to.
02/01/2022	06/23/2023	Teachers will continue engage in professional development to learn more about bullying, how to identify it, and action steps to address it.

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)
09/12/2022	06/23/2023	Parent Workshops, Family Fun Night, Rap Sessions	N/A
09/12/2022	06/23/2023	Mothers and Cupcakes Pizza with Dads Bring your dads to schools day	N/A

Human Resources	All applicable staff members will be leveraged to meet this goal
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve attendance and monitor attendance for students who have attendance under 50% and are at risk.	June Insight CA rate was 44%.	COVID 19 Pandemic

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	18	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%, from 18 to 8, as measured by Chronic Absenteeism Rate.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Jan/Feb 2023			
ATS RIBD Report	Rate of chronic absenteeism	46.3	10% or less CA Rate	20% or less CA Rate	36% or less CA Rate

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	09/12/2022	Attendance team will review the schoolwide attendance action plan and attendance memo before presenting to the school community.
09/08/2022	09/12/2022	Attendance team will introduce attendance action plan and attendance memo to school staff.
09/12/2022	01/31/2023	Teachers and the Attendance Team will use STARS tracking sheets to track attendance daily.
09/19/2022	01/31/2023	Attendance Team will meet weekly to discuss trends in attendance data and any other topics relevant to attendance tracking for chronic absentees.
09/19/2022	01/31/2023	Attendance Team conducts daily wellness checks for students who are chronically absent and have inconsistent attendance. Attendance Team meets to determine next steps for students who are chronically absent.
09/19/2022	01/31/2023	Attendance team conducts daily follow-ups with teachers to see if students who were absent the day before checked in during the previous day.
10/03/2022	01/31/2023	Monthly recognition or 100% and most improved attendance.

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	06/23/2023	Teachers and the Attendance Team will continue to track attendance daily.
02/01/2023	06/23/2023	Teacher and the Attendance Team will continue to make daily contact with the families of students who are absent.
02/01/2023	06/23/2023	Attendance Team will continue to meet weekly to discuss trends in attendance data and any other topics relevant to attendance tracking.
02/01/2023	06/23/2023	Attendance Team will continue to conduct daily wellness checks for students who are chronically absent and have inconsistent attendance. Attendance Team will also continue to meets to determine next steps for students who are chronically absent.
02/01/2023	06/23/2023	Attendance team conducts daily follow-ups with teachers to see if students who were absent the day before checked in during the previous day.

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)
09/12/2022	06/23/2023	Monthly parent workshops and newsletters communicating current data and importance of regular school attendance	N/A
09/12/2022	06/23/2023	Award Ceremony celebrating students attendance. Recognition of 100% and most improved attendance.	N/A

Human Resources	All applicable staff members will be leveraged to meet this goal
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Alignment of IEP goals with Next Generation Standards	Spring IEP review reveals that 75% of IEPs reviewed, the IEP goals are not aligned with the Next Generation Learning Standards.	Teachers must strengthen alignment of IEP goals to the Next Generation Standards

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment of IEP goals to standards by increase 10%, from 75% to 85%, as measured by based on IEP Reviews .

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)
		Jan/Feb 2023			
Quality IEP Checklist	Accurate Alignment of IEP goals to standards	75%	78% of IEPs with Accurate Alignment of IEP goals to standards	80% of IEPs with Accurate Alignment of IEP goals to standards	85% of IEPs with Accurate Alignment of IEP goals to standards

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/12/2022	09/16/2022	Conduct IEP meetings within specified compliance dates	Assistant Principal and IEP Teacher will email reminders to all required providers prior to completion of meetings. IEP due dates for all students on the providers caseload will also be emailed.
09/08/2021	09/12/2022	Develop appropriately rigorous standards-aligned annual goals	Administrators and teacher leaders will facilitate teacher development to unpack state standards, monitoring student progress and insure teacher implementation of standard-based curricula, School Implementation Team (SIT) will review IEP's to determine whether students are making progress on annual IEP goals.
09/12/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	School Implementation Team (SIT) will ensure that what is listed in the IEP is reflected in the students daily program immediately after IEP's are finalized. SIT will also conduct consistent examination of whether students are in the Least Restrictive Environment. IEP team will explore all possibilities before deciding which program is appropriate for the student.
09/12/2022	01/31/2023	Ensure that programs and services mandated on each student's IEP are delivered	Testing Accommodations Team will meet to ensure that all students receive the appropriate accommodations for any required tests and will be available upon request for teachers who need assistance when implementing accommodations.
09/12/2022	01/31/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Teachers, IEP Teacher, Guidance Counselor, and Assistant Principal will ensure that all Vocational assessments are completed when appropriate.
09/12/2022	01/31/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Pupil Personnel Team will meet bi-weekly to review parent and teacher referrals.
09/12/2022	01/31/2023	Quality of IEP's	Special Education Providers and IEP teacher will use the IEP checklist to ensure that all appropriate areas are completed with excellence.
09/12/2022	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	PPT team will review IEP's to ensure that students recommendations reflect the Least Restrictive Environment,, Careful review of all IEP;s prior to finalization by providers.

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)
09/12/2022	06/23/2023	Parent Workshops, Family Fun Night Rap Sessions	N/A
09/12/2022	06/23/2023	Parent Workshops Cupcakes with Moms Pizza with Dads	N/A

Human Resources	All applicable staff members will be leveraged to meet this goal
Instructional Resources	All applicable curriculum resources will be leveraged to meet this goal
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	Students Performing one grade below level on Degrees of Reading Power	STAR1 Reading Intervention, iReady	Small group	During school	Yes
Tier 3	Students performing 2 or more grades below level on iReady Assessment	Toe By Toe, Rewards, iReady Wilson Spire	one-to-one	During school	Yes
Tier 1 - Regents track	Students performing above grade level on 8th Grade iReady Assessment	Math Enrichment	Small group	During school	Yes
Tier 2 Envisions	Students Performing one grade below level on iReady Assessment	Envisions, iReady Math intervention Focus Math	Small group	During school	Yes
Tier 3	Students performing 2 or more grades below level on iReady Assessment	ST Math , iReady Math intervention Focus Math	Small group	During school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher or Family Referral	Rethink Ed Socio-emotional support	whole class and small group	During school	Yes
Tier 3	Students with more than 2 occurrences	Reboot Socio-emotional support	one to one or small group	During school	Yes
N/A	N/A	N/A	N/A	N/A	N/A

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>86</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in temporary housing receive support through free uniforms, school supplies, hygiene packages, and at-risk counseling.</p>
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>184 Newport offers many opportunities for enrichment and additional learning that caters to the unique interests and learning needs for all types of students. We offer afterschool academic support in the form of tutoring and small group instruction, we provide talent enrichment for all grades through the Italian-American League, The Nu Lyons Band, Pure elements and many other Community Based Organizations. They offer a range of services including dance, drumming, arts and crafts and much more.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>All teachers will be required to submit a resume. Only teachers who are NYS certified in the specific content area will be considered for the position.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Teachers who are approved to provide ELT instruction will collaborate with teachers during the regular instructional day to review student data to ensure that their approach to instruction is data driven</p>
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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. PS 184 The Newport School, 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/IS 184 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/IS 184 in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	23
Borough:	Brooklyn
School Number:	184

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	Andy John Duncan
Assistant Principal	
Parent Coordinator	Denise Lawrence
English as a New Language (ENL)/Bilingual Teacher	Lillian Cassidy
Parent	Jennifer Alvarez
Teacher/Subject Area ELA	Denise Huggins
Teacher/Subject Area	
Coach	
Coach	
School Counselor	
Other SETTTS/IEP	D. Camacho

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	438
Total number of current ELLs at your school:	21
Total percentage (%) of current ELLs at your school:	4.8%
Total number of former ELLs at your school:	4
Total percentage (%) of former ELLs at your school:	0.9%

PART II: BILINGUAL PROGRAMS

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

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

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

■ Bilingual Programs in Grades K to 12

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>MLs/ELLs will be instructed based on their 2021-22 level of English language proficiency. Specific scheduling will be based on the 2022 NYSESLAT. NYSESLAT results provide important English language development information to ensure ELLs are adequately and appropriately supported in the classroom. We use NYSESLAT results to best serve: Current ELLs in English as a New Language (ENL) programs, and Former ELLs receiving services for 2 years after reaching the Commanding/Proficient level on the NYSESLAT. Specific scheduling will be based on the 2022 NYSESLAT. NYSESLAT results provide important English language development information to ensure ELLs are adequately and appropriately supported in the classroom as per CR Part 154. In general, all ELLs are included in classes with native English speakers and are homogeneously grouped. Students that are Entering, Emerging or Transitioning are pulled out for stand-alone ENL instruction by a certified ENL teacher. The remaining integrated ENL units of instruction are provided by the certified ENL teacher in a push-in model. Students at the Expanding or Commanding levels are provided with push-in ENL services integrated with ELA or other content area by a certified ENL teacher. The number of mandated minutes and minute type are scheduled in accordance with CR part 154 units of study. Entering ELLs receive 2 units of study per week (360 min.) which include 1 unit of study in ENL (180 min.) and 1 unit of study in ENL/ELA (180 min.) Emerging ELLs also receive 2 units of study per week (360 min.) but there is flexibility in which .5 unit of study can be Stand-Alone ENL or Integrated ENL/Core Content Area (90 min.) Transitioning ELLs receive 1 unit of study per week (180 min.) Integrated ENL/ELA (90 min.) and also includes flexibility of Stand-Alone or Integrated ENL/Core Content Area (90 min.)</p>
<p>Integrated English as New Language (ENL)</p>	<p>CR Part 154 outlines program requirements for each type of ELL program model. All ELLs are included in classes with native English speakers and are homogeneously grouped. The remaining integrated ENL units of instruction are provided by the certified ENL teacher in a push-in model. Students at the Expanding or Commanding levels are provided with push-in ENL services integrated with ELA or other content area by a certified ENL teacher. Former ELLs are programmed and continue to receive services for 2 years after exiting ELL status. The number of mandated minutes and minute type are scheduled in accordance with CR part 154 units of study. Entering ELLs receive 2 units of study per week (360 min.) which include 1 unit of study in ENL (180 min.) and 1 unit of study in ENL/ELA (180 min.) Emerging ELLs also receive 2 units of study per week (360 min.) but there is flexibility in which .5 unit of study can be Integrated ENL/Core Content Area (90 min.) Transitioning ELLs receive 1 unit of study per week (180 min.) Integrated ENL/ELA (90 min.) and also includes flexibility of Stand-Alone or Integrated ENL/Core Content Area (90 min.) In the Integrated ENL classes, students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The Certified ENL teacher creates a program that specifies the periods when ELLs are pulled out for stand alone ENL instruction and periods when ELLs receive push-in for integrated ENL instruction, along with student lists indicating ENL instruction time. Programming ENL in STARS classroom for grades K-8 with the Assistant Principal and ENL teacher together allows the school to ensure the mandated number of instructional minutes is provided. The number of mandated minutes and minute type are scheduled in accordance with CR part 154 units of study. Entering ELLs receive 2 units of study per week (360 min.) which include 1 unit of study in ENL (180 min.) and 1 unit of study in ENL/ELA (180 min.) Emerging ELLs also receive 2 units of study per week (360 min.) but there is flexibility in which .5 unit of study can be Stand-Alone ENL or Integrated ENL/Core Content Area (90 min.) Transitioning ELLs receive 1 unit of study per week (180 min.) Integrated ENL/ELA (90 min.) and also includes flexibility of Stand-Alone or Integrated ENL/Core Content Area (90 min.). Expanding ELLs receive 1 unit of study per week (180 min.) The 1 unit of study is in ENL/ELA or other Core Content Area (180 min.). Commanding ELLs must continue to receive services for an additional two years. There is flexibility to allow .5 unit of study per week of Integrated ENL in ELA/Core Content Area or other approved Former ELL services for those two years. The English Language Learner Data Update Report (EDUR) provides data to make sure the school is making important decisions regarding ELL programming and services. It is a great resource that provides important data. Entering and Emerging level students will receive 360 minutes of ENL instruction per week. Emerging students have the flexibility of .5 unit of study can be Stand-Alone ENL or integrated ENL/Core content area. Transitioning and Expanding level students will receive 180 minutes of ENL/ELA or other content area instruction per week. Commanding students will receive 90 minute of Integrated ENL in ELA/Core content area for two years. Students are grouped on proficiency level. Proficiency level materials are being utilized by the ENL teacher. In all classrooms teachers use ESL strategies to teach content areas. ELLs are also supported through using dictionaries and ELLs are allowed to talk to their peers in their native language.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Newcomer ELLs: ELLs who have received ELL services for 0 to 3 years. The percentage of Newcomers are 75.0%. Developing ELLs: ELLs who have received ELL services for 4 to 6 years. The percentage of Developing ELLs are 25.0% Long-term ELLs: ELLs who have received ELL services for 7 or more years. The percentage of Long-term ELLs is 0.0% Currently, we do not have SIFE students. Effective services for Newcomers differ from those provided to Developing or Long Term ELLs. Our newcomers are given 360 minutes per week of ENL services according to CR-Part 154. Instruction is targeted to jump start second language development. These students display a greater need in every area. Therefore, they receive both push-in Integrated and pull-out Stand Alone methods. The targeted areas of instruction will focus on using best practices such as front-loading vocabulary, using pictures and sentence frames. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system. The services we provide our Newcomers differs from those provided to Developing or Long-Term ELLs because there is more of an emphasis on foundational skills and language development. Much of what we focus on helps these students progress through their beginning phases of language development. There is a lot of guidance in phonics instruction, word work support, picture support and rephrasing to help them develop their skills as they begin to learn English. Our students that are Developing or Long-Term ELLs, do not have similar needs therefore their instruction looks different.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Currently, we do not have Long-Term ELLs. In the event that we do, the effective services for Long-Term ELLs will differ from those designed for Developing ELLs. Long-term ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words. The percentage of Developing ELLs is 25.0%. Our developing ELLs continue to receive their mandated services which allows them to be provided with small group instruction targeted in literacy.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>The percentage of Former ELLs is 0.9%. Former ELLs will receive ENL support services. Services are extended for up to two years after the student has achieved a Commanding (Proficient level) of English on the NYSESLAT. Commanding levels are provided with push-in services .5 unit of study integrated ENL with ELA or other content area by a certified ENL teacher. An alternative option includes Alternate Pathways for Former ELLs. These services are selected based on his/her progress and academic needs by way of small group learning, individualized targeted learning, or project-based learning. Our former ELLs have been scheduled in the following option: • Option A: Small-group learning; The services should be monitored by the teacher providing the service in consultation with an ENL teacher to support the student’s language development and academic progress. Moreover, the school will provide testing accommodations on New York State Examinations to ELLs for up to two years after they achieve Commanding Proficiency on the NYSESLAT. Our Former ELLs are provided optimal testing environments and facilities. NYS assessments may be administered to ELLs individually or in small groups in a separate location. ELLs may use bilingual glossaries when taking State examinations in all subjects.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The purpose is to understand student growth in English language proficiency and a school’s annual federal and state accountability metrics for ELLs. Students that meet annual expected progress are on track to exit ELL services. Students receive a scale score for each language modality (Listening, Reading, Writing, and Speaking). In addition, each student receives an overall scale score, which is the sum of the student’s scale scores for all four language modalities. In order to be considered proficient in the English language on the NYSESLAT, students need to have an overall scale score at the Commanding level. The trends to consider are the number of ELLs and former ELLs that score high in a modality within the context of the total number of test takers in the grade level. Scoring “high” in a modality means answering 90% or more of questions correctly in the modality. Grade level reflects the students grade-level at the time of the exam. We will observe any patterns or trends for students by grade level. The ELL Data Analysis Tool provides a summary of student’s Spring 2022 NYSESLAT results. The purpose is to provide a summary of how our students performed on the exam and their current English language proficiency. The results from the Spring 2022 indicate 16 NYSESLAT Test Takers; 4 ELLs scored Emerging, 4 ELLs scored at the Transitioning level, 6 at the Expanding level and 2 ELLs scored Commanding. Based on the latest NYSESLAT data, we will continue to focus on Reading and Writing for the 2022-2023 school year. Last year we implemented Benchmark Education Company’s RIGOR Skill Bags which is a unique, comprehensive set of intervention resources we will use to accelerate the literacy and language development of our ELLs. RIGOR is an appropriate new intervention for all students in Grades 3-8. ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills for each modality these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words. We will continue to utilize it to structure our ENL reading and writing program across the grade levels. We will also continue to incorporate Project Based Learning across all subject areas-ELA, Math, Social Studies, and Science- to appeal to the different learning styles and abilities of our ELLs. Raz-kids, Passages to Comprehension, Epic, and ReadyNY will be utilized to accelerate learning. Platforms such as Google Classroom, Pear Deck, Jamboard, Padlet, Flocabulary and Nearpod will be utilized to support all modalities of learning with engaging digital media such virtual reality , 3D objects, audio, collaboration boards, and immersive reader. We will focus on the integration of 21st century Advanced Literacies to strengthen the needs of ELLs and multilingual learners in person, blended and remote learning. The trends to consider are the number of ELLs and former ELLs that score high in a modality within the context of the total number of test takers in the grade level. Scoring “high” in a modality means answering 90% or more of questions correctly in the modality. Grade level reflects the students grade-level at the time of the exam. We will observe any patterns or trends for students by grade level.</p>

<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The purpose is to be able to identify students that may have results that differ between grade level content in reading and writing on the ELA exam and their English language proficiency results in four modalities on the NYSESLAT. The purpose is to be able to identify students' ability to demonstrate proficiency in Math and their English language proficiency results in four modalities on the NYSESLAT. We had many of our ENL students refusing to take the state exams. Due to a high numbers of refusals, there is little to no data when analyzing these relationships. Changes to the exams and a small, non-representative percentage of students took Spring 2022 NYS exams. Therefore, results cannot be compared to prior years or do not reflect how NYC performed as a whole.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Early warning system for at-risk ELLs are unique to the ELL Data Analysis Tool (EDAT). They are intended to help with the prioritization of supports for specific student subgroups according to research-based at-risk indicators for ML/ELL success. The trends about the at-risk levels of ELLs shows that 52.2% have 1 at-risk indicator. ELLs scored level 1 or 2 in ELA and Math for two consecutive years at 17.4% and 21.7% may need an added push of intervention services to reach level 3 or 4. Attendance of ELLs influence their achievement, therefore students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Exposure to the English language: Regular school attendance can also help students who are learning English by giving them the chance to master the skills and information they need more quickly even in other subjects. Because of their high attendance rates, they are able to continually practice and review these skills which has allowed them to make gains in their reading and language development.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Current ELLs at our school by top home languages are Spanish, Arabic followed by Haitian Creole. The ENL teacher and Social worker are able to identify potential areas of need for additional home language supports for students. Our parent coordinator facilitates parents of ELLs in order to support communication and learning during Parent Teacher Conferences and coordinates translation services as needed. Both elementary and middle school level ENL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish, Haitian -Creole, and Arabic) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ENL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The racial and ethnic classifications of ELLs at our school include Black, White, Native Hawaiian or other Pacific Islander and American Indian. ELLs are included in planning and delivery of Culturally Responsive Education (CR-SE) by creating a student-centered learning environment. Teachers and Administrators share the responsibility to learn about student cultures and communities. Therefore, creating and maintaining close relationships with students and families. Social-Emotional Learning Programs and materials are used to represent and affirm student identities by way of current events incorporated into instruction. Instructional strategies that adapt to diverse learning styles through project-based learning. One of the things we are doing to include our ELLs in the planning of CR-SE is to improve our classroom libraries by incorporating and expanding our libraries to be more diverse so that students see themselves in the books they read on a daily basis. We are also diversifying the read aloud within our classrooms so that again students see themselves in the literature that is being read to them and feel a sense of empowerment as a result. We want to give our students the ability to connect to the characters in these stories and the knowledge to believe that they have the power to promote social change. We create a list of enriching, engaging, and culturally relevant Book of the Month titles for the upcoming school year. The idea behind the school-wide Book of the Month initiative is that each month every student in a school will read a common text, and engage in learning, thinking, and responding to that shared text. When all students and adults in a school share a common experience around literature, it helps to unify and create a literacy learning community. It also allows us to have a shared experience for all students while emphasizing the behaviors, values, and habits of mind we want students to emulate.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Trends that are reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs include four students. The levels of the four ELLs increased. The impacting results are the exposure of in person instruction. After a year of being at school with in person instruction and the availability of the NYSESLAT test provided the school with important information about the English language development of ELLs and is part of the State's compliance with federal laws that mandate the annual assessment and monitoring of the English language proficiency of all ELLs. One of the ELLs scored at the Commanding level and is now a Former ELL. The other three ELLs are at the Expanding level. We did not have SIFE students in the NYSESLAT results. .</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's Instructional Leadership Team (ILT) considers MLs/ELLs in the school instructional design based on the Four Hallmarks of Core Instruction. The interconnectedness of these four hallmarks work together to promote advanced literacy. The hallmarks are as follow; Hallmark 1 work with a variety of texts, that feature big ideas, rich content, and multiple perspectives. Hallmark 2 talk/discuss to build language and knowledge. Hallmark 3 use extended writing as a platform to build language and knowledge. Hallmark 4 study a small set of high-utility vocabulary to master language and knowledge. It is important to note that these hallmarks, develop students ability to connect across cultures, empower students as agents of social change, and contribute to an individual's engagement, learning, growth, and achievement through the cultivation of critical thinking.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>In order to maximize English language acquisition for ELLs, the ENL and classroom teacher work closely to deliver literacy instruction using materials from the core curricula, as well as tailor additional content instruction to meet the needs of our ELLs. To maximize language development, the teachers will spend time planning together. This enables the ENL teacher to meet the needs of her ELL students in a differentiated manner using ESL strategies. This makes the content much more comprehensible for those students. Additional resources such as RIGOR are utilized with older newcomers to teach basic English literacy skills through the content areas. All instruction is aligned to the Next Generation Learning Standards. Core content is scaffolded for ELLs. Our free standing ENL and Integrated push-in programs incorporate the balanced literacy frame work and the use of the workshop model. Within this balanced literacy framework, students learn to read and write by phonemic awareness, word recognition/phonics strategies, fluency, background knowledge, vocabulary instruction, and the use of comprehension strategies. These skills are taught using shared reading, independent reading, small group instruction and read-aloud. Collaboration with the classroom teachers serves to ensure curricula alignment and instructional improvement for the ELLs. The program uses a combination of instructional materials such as Big Books, small guided reading books, and workbooks from three supplemental integrated ENL curriculum using Reading A-Z.com materials with ELL specific supplements. In addition, the print rich ELL classroom is equipped with highly motivating, multi-leveled, and cross-cultural books in a leveled or theme library. Instruction is differentiated to address each child's individual needs and level of proficiency. English is the language of instruction with native language supports such as bilingual dictionaries, glossaries, and bilingual texts. Content is made comprehensible by use of pictures and realia, as well as pre-reading activities to introduce new concepts and build background knowledge. Language development is enriched through discussion, and explicit vocabulary and grammar instruction. During reading, comprehension is evaluated through higher-order -thinking questioning and accountable talk stems. After reading, newly acquired knowledge is synthesized through additional discussion and in writing activities. Academic language is embedded to strengthen oral language instruction and build on language skill.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Student learning is fostered through the 21st century advanced literacy skills through the use of Hallmark 1: working with engaging texts that feature big ideas, rich content and multiple text sets. Front loading vocabulary as well as Hallmark 4. Text-based content learning in interactive experiences , is provided to students through various online platforms to promote academic conversations and knowledge building in the blended and remote model. ELL instruction is delivered to students using multiple online platforms such as Pear Deck , Imagine Learning Language & Literacy, Padlet, Jamboard, Flocabulary and Nearpod to support all modalities of learning with engaging media such virtual reality , 3D objects, audio, collaboration boards, and immersive reader. When planning for ELLs with IEPs we will consider the following; Increase home language supports and interventions, increase English language supports and interventions. Enlist the help of speech and language professionals to provide strategies that can be applied to a classroom setting. The use of iPads and laptops give students the opportunity to improve their literacy skills with the use of interactive apps and programs such as i-Ready and Imagine Learning Language & Literacy. Incorporating these programs in our classes, allows children to work independently on an i-pad or laptop. In these literacy and math programs, children work online where instruction is personalized allowing for student strengths to be built on and areas of need to be targeted. This type of adaptive instruction enhances classroom learning and helps the child meet grade-level standards.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Scaffolds will be determined according to their proficiency levels. Instruction is enriched through, digital content, interactive slides, visuals, audio, immersive reader option within online platforms, sentence starters, glossaries, discussions, and tiered questioning are used to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment. To foster academic gains for our ELL-SWDs we provide professional development to our special education teachers to improve strategies they use in order to meet the needs of their students. They attend workshops given by the Department of English Language Learners. These workshops help the teachers provide the academic content that is necessary but with a differentiated approach so that the needs of their learners are met. They provide such strategies as front loading vocabulary, using sentence frames to accelerate language development, close reading and picture support. .</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>NWEA READING and LANGUAGE ARTS Map Growth assessments, NWEA Math Map Growth assessment, and i-Ready are being used to guide instructional planning for our ELLs. Quick assessments provide a reference point for student performance on specific skills. The data from an assessment system serves two purposes. To inform how we understand the strength and the needs of individual students and to inform the tailoring and design of the instructional core so that it meets the needs of at least 80% of the student population. Looking at students through a quantitative lens, assessment data, a qualitative lens, and cultural identity will also help deepen our understanding of student needs and allow opportunities for individualized support. The data is used to address academic interventions which are an integral part to provide students with extra support based on data gathered from the screeners. Targeted academic interventions should be used with ELLs who need extra help. It may be necessary to enhance an intervention using ELL strategies, emphasizing language features, more oral activities and provide intensive small-group reading interventions with extensive and varied vocabulary instruction. Providing interventions is necessary as an effort to minimize referrals to special education. The goal is for students to receive the appropriate interventions so that a special education recommendation may not be necessary.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Targeted interventions in ELA and Math include small group instruction, one-to-one tutoring and conferencing in English. These interventions are provided in all of our grades, K-8 by the classroom teachers as well as the ENL teacher. Foundations and Reading Reform and iRead Intervention is also provided in grades K, 1 and 2. Imagine Learning is implemented in the ENL classroom. Imagine Learning is a language and literacy software program for ELLs, struggling readers, and ELL-SWDs. Imagine Learning offers strategic first-language support in which key words are clarified and defined in the student's first language. i-Ready Learning's instructional resources help educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading and mathematics instruction that: Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data Motivate students to persist in building their skills Provide scaffolded support that meets the needs of all students, especially English Learners i-Ready's online K-8 lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>In order to meet ELLs’ needs in an RTI framework, it is important to understand their characteristics as children and learners, and to ensure that we view their status as language learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. Being aware of some of the common misconceptions about the language learning process for ELL students. In addition to having an understanding of these misconceptions, it is essential for practitioners to investigate their students’ educational and linguistic histories. Teachers need to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. With an understanding of this child’s linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL’s progress takes into account language development and background. The student’s progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. Moreover, academic language is embedded to strengthen oral language instruction and build on language skill. Student learning is fostered through the 21st century advanced literacy skills through the use of Hallmark 1: working with engaging texts that feature big ideas, rich content and multiple text sets. Front loading vocabulary as well as Hallmark 4. Text-based content learning in interactive experiences is provided to students through various online platforms to promote academic conversations and knowledge building in the blended and remote model. Progress monitoring informs how at risk students are responding to instruction.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>To assess the early literacy skills of our ELLs, the Fountas & Pinnell Benchmark Assessment System 1 is administered during a one-on-one, student-teacher conference. The student reads aloud and talks about a series of benchmark books while the teacher observes and note student behaviors on constructed recording forms. Utilizing the procedures for analysis establishes optimal learning levels and valuable information about each individuals processing strategies, fluency, and comprehension. After reviewing data from the F&P, the ELLs continue to struggle with comprehension but can decode with some fluency. Moreover, all of which give insights about how to target a teacher’s teaching and about ELLs. The data allows for ELLs to be targeted for Academic Intervention Services(AIS). Given the challenges of learning from home, MAP Growth test results are especially helpful for us this year. These results will help us know what students are ready to learn. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student. We use google forms, collaboration boards, open-ended questions, quick checks and polls to assess students in the blended and remote model. This data informs our school 's instructional plan by revealing the trends in progress in reading and math levels being made by our ELL students at all grade levels and helps us pinpoint areas for improvement and intervention.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>To ensure that ELLs are appropriately evaluated in their native language, PS 184 does two things. The ENL teacher will ensure they are appropriately evaluated in their native language using the Spanish (LAB) to determine language dominance to those that qualify for Spanish testing when taking the NYSITELL. Another procedure we have in place involves the assistance of our assistant principal and testing coordinator. The Assistant Principal and the testing coordinator articulates with the classroom and the ENL teacher to provide the state assessments in Math and Science in native languages for students who would benefit from translated tests.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We evaluate the success of our ELL program using the standardized test results in grades 3-8 on the NYSESLAT, ELA, Math, and Science tests. In grades K, 1 and 2 we evaluate with the NYSESLAT, and Fountas and Pinnel Benchmark Assessment System. Due to Covid-19, we do not have any data from these assessments from Spring 2020. We will use the most current NYSESLAT data and proficiency levels from 2019 as well as teacher created benchmark assessment to evaluate and inform our instruction this school year for our Remote only students. According to the 2019 NYSESLAT data, the areas of focus will be reading and writing which had the lowest proficiency levels. Also, we evaluate with the RALLY assessment for ELA and Savvas assessment for math. In order to evaluate the success of our program for ELLs our school needs to maintain the LAP as a systematic plan for language development that guides our students until they acquire academic proficiency in English. LAP principles are designed to create a plan to address the needs of our ELL population. The LAP is reviewed annually to determine its effectiveness. Our ENL program goals are to provide academic content-area instruction in English. Utilizing ESL methodology, instructional strategies, and native language support to make content comprehensible. As evidenced by the progress our students are making on the NYSESLAT 2019 and state assessments our ELL program is currently meeting the needs of our students. The RFSF report in ATS and the ELL Data Assessment tool EDAT are used to evaluate and inform our ELL programs.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>NYSESLAT administration plan is carried out by qualified and certified personnel. The ENL teacher, administrators, and certified teachers who have received special training will administer and score the assessment. The principal is responsible for making the final determination as to whether or not a teacher may administer or score the NYSESLAT. The examiner should be a proficient speaker of English (i.e., have complete command of pronunciation, intonation, and fluency). All school personnel administering any session of the NYSESLAT, or overseeing the administration and scoring of the NYSESLAT, must be provided with and read the "Instructions for Administering the Test" from the NYSESLAT School Administrator's Manual. The three Listening/Reading/Writing sessions must be administered as indicated on the test administration schedule. A schedule is created to choose testing days and times within the date range. The make-up test dates are any dates that remain in the primary administration period. The Speaking session is conducted during the testing window. ELLs and former ELLs continue to receive mandated services during the testing period by way of asynchronous instruction when the ENL teacher is administering the test to a specific grade bands.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Our ENL teacher contributes to IEP evaluations/goal setting and meetings of ELL-SWDs. Our school uses curricular, instructional, and flexible scheduling to enable ELL-SWDs to achieve their IEP goals and to attain English proficiency within the least restrictive environment. Where applicable, ELL-SWDs are mainstreamed to General Education classes for ELA, Math, and other content area subjects during the time that the ENL teacher provides push-in ENL instruction. Other ELL students are grouped together to enable the ENL teacher to push-in to classes to service ELL-SWDs. Instruction will be provided for all subgroups with appropriate scaffolding to foster learning. Scaffolds will be determined according to their proficiency levels. Instruction is enriched through, digital content, interactive slides, visuals, audio, immersive reader option within online platforms, sentence starters, glossaries, discussions, and tiered questioning.</p>
<p>b. SIFE</p>	<p>SIFE students will be screened for enrollment with the HLIS to determine NYSITELL eligibility. If the home language is other than English or if the student's native language is other than English, the ENL teacher will administer the NYSITELL. If necessary, an informal student/parent interview will be conducted to discuss the proper program placement into the school's program. Moreover, the ENL teacher has attended a Technical Assistance session on the identification of Students with Interrupted Formal Education (SIFE) using a SIFE Oral Interview Questionnaire. Results of the SIFE Oral Interview Questionnaire indicate if student is a potential SIFE. Qualified personnel administer the Multilingual Literacy SIFE Screener (MLS) in the Home Language. SIFE students would receive academic intervention in the form of small group instruction.</p>
<p>c. Newcomer</p>	<p>The newcomer ELLs who require 360 minutes are seen for 8 periods of ENL instruction per week. These students display a greater need in every area. Therefore, they receive both push-in Integrated and pull-out Stand Alone methods. The targeted areas of instruction will focus on using best practices such as front-loading vocabulary, using pictures and sentence frames. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system. Instruction is targeted to jump start second language development.</p>
<p>d. Developing</p>	<p>For our developing ELLs they continue to receive mandated services as well as any necessary accommodations. Our developing ELLs with 4-6 years of service are serviced according to their proficiency levels; Entering and Emerging are serviced 360 minutes, Transitioning and Expanding learners are serviced 180 minutes per week. Student's English language skills are targeted. Students are provided content area support through the use of the Visions program which offers authentic literature with a balance of fiction and non fiction, biographies, informational and content-based readings. Our developing ELLs with 4-6 years of service are serviced according to their proficiency levels; Entering and Emerging are serviced 360 minutes, Transitioning and Expanding learners are serviced 180 minutes per week. Student's English language skills are targeted.</p>
<p>e. Long Term</p>	<p>Long-term ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words. The RTI team will intervene to remediate second language skills. Academic language is embedded to strengthen oral language instruction and build on language skill. Student learning is fostered through the 21st century advanced literacy skills through the use of Hallmark 1: working with engaging texts that feature big ideas, rich content and multiple text sets. Front loading vocabulary as well as Hallmark 4. Text-based content learning in interactive experiences is provided to students through various online platforms to promote academic conversations and knowledge building in the blended and remote model. Progress monitoring informs how at risk students are responding to instruction.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs will receive 90 minutes of Integrated ENL instruction in their classroom from their teacher for 2 years after reaching a Commanding level on the NYSESLAT. ELLs in Grades 3-8 will also continue to get time and a half on all state tests. Grade-level instruction will be provided for all subgroups with appropriate scaffolding to foster learning. Scaffolds will be determined according to their proficiency levels. Instruction is enriched through, digital content, interactive slides, visuals, audio, immersive reader option within online platforms, sentence starters, glossaries, discussions, and tiered questioning during blended and remote instruction. An alternative option includes Alternate Pathways for Former ELLs. These services are selected based on his/her progress and academic needs by way of small group learning, individualized targeted learning, or project-based learning.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Both elementary and middle school level ENL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish, Haitian -Creole, and Arabic) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ENL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. Translation apps, Google translate, and mini-libraries are used in the classroom. When appropriate, students are grouped with other students who share the same home language. Multi-cultural texts are an integral component in the ENL curriculum. We do not offer DL or TBE programs. Home Language support is assessed through the use of scaffolded materials and classroom activities that measure progress toward curricular goals and objectives. These activities can be monitored and recorded by teacher observation.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Teachers of ELLs, including the general education teachers, subject area teachers, ENL and special education teachers share common planning periods to facilitate professional development related to the academic and social emotional needs of MLs/ELLs. The planning periods allow time for the development of mini-lessons and an opportunity to look at student work so that decisions can be made on which instructional strategies would work best. During the common planning periods, our ENL Coordinator supports teachers of ELLs by providing strategies that will also support their student's academic instruction and social emotional needs. Creating interactive presentations & meetings with the use of live polls, quizzes, word clouds, and Q&As to get real-time input from all staff - regardless if you're remote, hybrid or face-to-face. In addition to the professional development opportunities offered at our school, our ENL teacher participates in professional development offered by the Department of ELLs through Brooklyn North. Workshop notes are shared amongst the staff and at times the ENL teacher is given the opportunity to turn key what was learned at professional development meetings. Professional development will include support during any transition of blended/ remote learning in order to meet the needs of ELLs.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Professional Development for all ELL personnel that is specific to ELL topics will be 15% of the total hours of professional development for classroom teachers of ELLs and 50% of the total hours of PD for our ENL teachers. Training for all staff is offered through a series of professional development workshops held in house by our staff and administrators. All teachers, including ENL teacher, will participate in this professional development. In addition, the ENL teacher attends ELL-specific professional development provided by the Regional Bilingual Special Education Specialists and the Department of Education. The ENL teacher attends PD in regards to meeting the needs of ELLs with special needs. The series of workshops are provided by the Regional Bilingual Special Education Specialists of RSE-TASC. Moreover, the ENL teacher attends an ELL Coordinators Working Group and ENL Policy Group provided by the Brooklyn North Field Support Center. These meetings are ELL specific in regards to ELL Checklist for school leaders and ELL Coordinators, Identification, Programming, NYSITELL, NYSESLAT and Best Practices (small groups). The workshops offer professional development support and allows the ENL teacher to turnkey information for staff who is in need of ELL-specific professional development. Teachers should keep documentation of all training received and are responsible for maintaining their own records. In addition, if teachers have completed a 3 credit college course in ESL/ENL methodology that will meet the needs of ELL-specific training for professional development. The ENL teacher keeps records of these professional development activities in the form of agendas and a list of attendance and location. Professional development will include support during any transition of blended/remote learning.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>In order to foster parental involvement for parents of MLs/ELLs, The Newport School holds several parent engagement evenings. A community learning forum to foster collaborative discussions and share vital information about programs available to all students including ELLs. We also host a Family Game Night where parents and children are invited to play games such as bingo, chess, and checkers with their children. It is the intent of activities such as these to support the home-school connection for all of our parents, including the parents of ELLs. The annual Community School Forum is conducted to collect feedback and suggestions from parents and guardians including MLs/ELLs families about the accomplishments and needs of the school community. This year's forum is especially important because we are recovering from the pandemic. We want to acknowledge the things we did well in adjusting, and explore solutions to the challenges we faced over the past 2 years. We will conduct a Zoom virtual forum. The forum will include a "State of the School" address by the Principal as well as brief facilitated break-out workshops on Connectedness, School Culture & Climate, Health and Wellness, and Curriculum and Instruction. Our mission is to meet the needs of every child through cultivating partners, and resources. Our framework includes pillars of focus such as academic support, educator support, out-of-school time, health and wellness, and parent and community engagement. Provide general MLs/ELLs Family Empowerment by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Parent engagement time will be used by the ENL teacher to schedule weekly meetings for specific parents. A schedule/calendar for these meetings will be established and translators will be provided by in house translators, or phone translation by the language and interpretation unit. An agenda and attendance sign-in sheet is kept on file. The NYSED CR Part 154 requirement ensure that parents are provided with an annual individual (one-on-one) meeting that covers the following: • Goals of language acquisition program • Language Development Progress • Language Proficiency Assessment Results • Language Development Needs Across Content Areas. Furthermore, the goals of the program and language development are discussed during the annual individual meetings with parents of ELLs by adhering to a specific agenda created by the ENL teacher. Also, the ENL teacher and the content area teachers discuss language development needs. Then the ENL teacher will share information regarding the student's progress. Therefore, language development needs in all content areas is given during the annual individual meetings with families. Components of the agenda include; services and program entitlement review in the school, child's language development progress, and NYSESLAT results. A student's language development needs are discussed utilizing a Language Acquisition Chart specifically for ELLs. Questions and Answers are also implemented in the agenda to address any concerns the families of ELLs may have.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>To assist newly enrolled ELL students before the beginning of the school year letters are sent in January, to provide information about important dates and activities that may take place. We will meet in June with the newly enrolled ELLs. We will provide newly enrolled and current ELLs with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs. Parents are invited to attend a parent orientation to meet their child's teacher. At this meeting, teachers give clear expectations and parents have the opportunity to ask questions. The parent coordinator and guidance counselors are present at these meetings to welcome our parents/guardians to our school. Structures and processes are in place to identify ELLs. Translation services are made available upon request. The titles of the members of our identification team include the certified ENL teacher and IEP/SETTS teacher. The ELL Identification Process is the process that helps identify whether a student is an English Language Learner (ELL) and is entitled to ELL services. An ELL is a student from a home where a language other English is spoken AND who scores below the NYS Designated level of proficiency on the NYSITELL or LAB R (before 2/2014).</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The titles of the members of our identification team include the certified ENL teacher (L. Cassidy) and IEP/SETTS teacher (D. Camacho). The IEP/SETTS teacher has been trained by the ENL teacher about the process for intake, identification, cultural competency, language development and the needs of ELLs. ELL intake process year-round for newly enrolled students is provided by the ELL intake team. This includes in-person completion of the Home Language Identification Survey (HLIS), New York State Identification Test for English Language learners. NYSITELL administration, Spanish LAB administration (for students with Spanish as their home language), sending parent notifications, holding parent orientations, and placing students into an ELL program. A schedule is created at the school in which trained pedagogues at the school are available each period to support if a family arrives to administer the ELL identification process. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). The home language of the student is determined by a trained and licensed pedagogogue. Establish a plan to ensure students continue to receive ELL instruction during test administration. The ENL teacher will administer and scan the NYSITELL and Spanish LAB. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. Student is administered the NYSITELL, if eligible, Parent notification letters are sent to the parent in the parent's preferred language. Parent is notified of their child's ELL status and results of the NYSITELL. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. If student is an ELL, parent is invited to the parent orientation meeting. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. ELL is placed in the ELL program that the parent selected. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation,

parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Lillian	Cassidy	ENL Teacher	2021	Yes	

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
Denise	Lawrence	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	3	0.64	3	0.65
English	420	89.55	410	88.94
French Creole	1	0.21	1	0.22
Nahuatl	1	0.21	1	0.22
Spanish	44	9.38	46	9.98

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	3	8
Haitian/ French Creole	2	2

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>In order to keep parents informed they may complete Part III of the Home Language Identification Survey (HLIS). The school has translated versions of the Home language Identification Survey (HLIS). The responses to these supplementary questions are used so that the school can communicate with the parent's language of choice. Moreover, parent preference data is indicated on the Student Emergency Contact Card. The school maintains the primary language preference on ATS and the Student Emergency Contact Card. Parents' Language Access Needs: ATS reports include: Emergency Contact Report (RCON), Student Emergency Contact Sheet (RECF), Adult Detail Report (RADL), Adult Preferred Language Report (RAPL) and Citywide Parent's Preferred Language Report (RCPL) are best practices for assessing parents' language access needs. Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Forms: Emergency Contact Information, How will your child go home?,Picture (Media) Permission,Bus Passes/Metro cards	September	Informal Parent Meetings are held throughout the year during Teacher's Office hours and by appointment with the use of the translation unit and a contracted vendor(If necessary) to translate documents. Many of the documents our school uses may be translated already and living in the translation unit info hub https://infohub.nyced.org/resources/communications/translation-and-interpretation
Parent Teacher Conferences	September, March, November and May	DOE Website Translated letters, School App, Google Classroom, Class Dojo, emails and School Messenger
Promotion in Doubt Letter / After School Program	January	DOE Website Translated letters Translated by in-house staff if available
Graduation Information	December and May	Translated by in-house staff if available, Google Classroom, Class Dojo, emails, School Messenger
Notices, Calendar	Monthly	Google Docs, Google Classroom, Class Dojo, emails, School Messenger and School App

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	September, March, November and May via Zoom or Google meet	ENL Teacher, Over- the- phone interpretation services provided by the Translation & Interpretation Unit The use of a contracted vendor(If necessary) for interpretation services as well as multilingual school staff. Also, over the phone interpretation. This is free, 24/7, 365 days tool for school.
Letters and Directories are distributed for Middle School Articulation	September-December	Information is available in translated form provided by the guidance counselor
The Single Shepherd Guidance Counselor/Social worker meet with 8th grade parents during the High School Articulation process	September-Ongoing	Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance
Informal Parent Meetings	Teachers have office hours in their daily schedule for Parent outreach	ENL Teacher, Video Remote interpretation, Over-the-phone interpretation services provided by the Translation & Interpretation Unit
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school emergency the school 's communication strategy to reach limited-English-proficient families will be provided by faculty and staff designated by the Principal and Assistant Principals. Limited-English-proficient families will be kept informed as additional information becomes available and as plans for management of the situation evolve. In addition, where it is necessary to communicate with a parent that does not speak English, we may have one of our in house interpreters reach the family. Because of their language of preferred communication is stipulated on the blue card. In addition, we review the ATS report RCPL and create a list for interpretation needs after reaching out to those families. We will use this information to help us decide whether we can use someone within our building or if we have to call the hot line for their services. A two way call will be placed so that the interpreter from the hot line can notify the parent accordingly. Teachers will have the student roster and their parent's information along with their language of preference in case of an emergency.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>For individual student attendance and student emergencies, we use bilingual staff members or over-the-phone interpretation services to communicate with families. Text messaging software may be utilized to communicate with families in their language.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent who speaks a language other than English calls the school we may have one of our in house interpreters speak or reach out to the family. Because of their language of preferred communication is stipulated on the blue card. In addition, we review the ATS report RCPL and create a list for interpretation needs after reaching out to those families. We will use this information to help us decide whether we can use someone within our building or if we have to call the hot line for their services. The translation and interpretation unit supports and offers over the phone interpretation services. A two way call will be placed so that the interpreter from the hot line can notify the parent accordingly.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Staff email blast
Over-the-Phone Interpretation Desk Aid	Staff email blast Distribute hardcopies to school staff
Language Access Handbook	Staff email blast, Turnkey training by BCO Field Language Access Coordinator
T&I Unit InfoHub Link	Staff email blast

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>School staff members are aware of how to use translation services and over-the-phone interpretation services utilizing a T&I brochure and Language ID Guide. This will help staff access the appropriate language for over the phone interpretation. School staff will be provided with detailed information on how to access over-the-phone interpretation services by the website at tinyurl.com/nycdoetiunit based on the Field Language Access Coordinator presentations. The school 's designated LAC is a resource to help school staff utilize the Language Access Kit and may be scheduled during Mondays or Tuesdays PDs. Language Access Coordinator will turnkey training on language access to all staff members virtually if during Remote learning or in person.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>At the main entrance of the school, welcome signs along with notices on the right to request translation and interpretation services are displayed in all of the languages covered under Chancellor’ Regulation A-663. The school Safety Agent desk has language cards so parents can identify the language they speak. The Parents’ Bill of Rights is displayed on the PA Bulletin Board and made available to parents in their preferred language by the Parent Coordinator. In addition to other resources such as the Parents’ Guide to Language Access. Parents are informed of the translation services that are available to them at PA, parent/teacher, Leadership and Title I meetings and through written notices. Translated letters are backpacked home and posted on our social media, such as School app and posted on google classroom before every formal meeting informing parents of the availability of translation and interpretation services.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Our Parent Coordinator is in regular contact with parents, ensuring that parents are receiving the translation services that they need. Feedback from parents is also gathered through PA meetings, School Leadership Team meetings, and through the annual school environment survey. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Identification Survey and the Emergency Contact card. Parents who request interpretation services regarding critical information about their child’s education will be provided in house by school staff and, when necessary, using the Translation and Interpretation Unit using Speakerphone. Parents are encouraged to contact the school’s parent coordinator for language assistance.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>The ENL teacher and the Parent Coordinator discuss the feedback shared from LEP parents. It is critical to gather feedback from the parents to improve communication. As a result, our school has implemented the gathered feedback to improve language services to predetermine which type of interpretation will be most useful and cost effective in providing language services. To improve for the next school year we plan to utilize the Parent Survey on the Language Access, (from Appendix A of Language Access Handbook) which is separate from the end of year survey. The steps will include to survey parents that prefer a language other than English using LTI Parent Survey found on the Info hub in the nine covered languages. Conduct an annual survey using over-the-phone interpretation to survey parents about language assistance provided during the school year.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	N/A
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	N/A
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

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

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Implementation of Community School Core Features & Components

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

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low

performance to identify strategies to address inequities within the school and promote improved student outcomes.

- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
 - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
 - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-