

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	22K207
School Name	P.S. 207 Elizabeth G. Leary
Principal	Neil Mcneill Jr

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

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

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
 - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
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- **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:	Elizabeth G. Leary
District Borough Number (DBN):	22K207
Grades Served:	Pre-K-8
School Address:	4011 Fillmore Avenue, Brooklyn NY 11234
Phone Number:	718-645-8667
Fax:	718-645-8139
School Contact Person:	Neil J. McNeill, Jr.
School Contact Person Email Address:	nmcneil@schools.nyc.gov
Principal:	Neil J. McNeill, Jr.

United Federation of Teachers (UFT) Chapter Leader:	Nicole Humphrey
Parents' Association President:	Alexis Gillen
SLT Chairperson:	Kiera Gebhard
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Donna Pimpinella

District Information

Geographic District:	22
Superintendent:	Julia Bove
Superintendent's Office Address:	415 89 th Street, Brooklyn, NY 11209
Superintendent's Email Address:	jbove@schools.nyc.gov
Phone Number:	718-645-8667
Fax:	718-968-6252

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
Neil J. McNeill Jr	*Principal or Designee	
Nicole Humphrey	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Alexis Gillen	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Marie Vento	District Council 37 (DC 37) Representative (staff), if applicable	
N/A	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
N/A	CBO Representative, if applicable	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Yves Antenor	Staff or Parent	
Kiera Gebhard	Staff or Parent	
Heather Ferraiuolo	Staff or Parent	
Ellen Browne	Staff or Parent	
Zadine Richardson	Staff or Parent	
Kathy Boestroem	Staff or Parent	
Jennifer Major	Staff or Parent	

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	We at PS 207 are dedicated to creating an environment, which is conducive to learning while meeting the academic, social an emotional needs of our diverse student population. We will help our students become college and career ready by holding them to high expectations by providing them with rigorous instruction aligned with the common core learning standards. We encourage student creativity and individuality while helping our students develop solid values that foster respect for self and others.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>PS 207's two building serve the Marine Park Community of Brooklyn. Our Pre-K to 8th grade experience is split across two buildings. The ECC houses our youngest learners from Pre-K to 2nd and the Main Building 3rd through 8th. The school us currently in the process of defining the identities of its three distinct grade bands: Pre-K to 2; 3 to 5 and Fillmore Academy 6-8. As we continue to create these identities we will also define the specific values that bind us together to make learning at PS 207 consistent and coherent. The school's demographics nearly break into the following: 33% white; 33% African-American; 17% Hispanic; 16% Asian. Additional subgroups: approximately 19% of students have IEPs and 4% are ENL. The student population does not qualify for Title I and due to DoE budget policies, 6th grade is not funded as a middle school, stretching the school's resources.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-2	Fountas and Pinnel	Fundations
ELA	3-5	HMH	
ELA	6-8	Expeditionary Learning	
Math	K-2	Envisions Math 2.0	
Math	3-5	Envisions Math 2.0	
Math	6-8	Teacher Created	

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)
Enhance curriculum maps in grades 3-8 to be more culturally relevant to students and include more opportunities for students interest and choice.	A Spring 2022 student survey identified areas of student interest for the revision of curriculum maps. Traditionally, data for our Black male subgroup has trailed behind others. This has been a trend since the middle school program started.	If we increase opportunities for more culturally relevant and interest based materials, we believe that student engagement will increase for all students but especially for our Black male subgroup.
Enhance assessment practices, small group interventions and monitoring at the K-2 level by creating a calendar of detailed assessments that move beyond the traditional F&P data.	There is a clear need to differentiate the school's approach to intervention and assessment based on the Action Research Project - Spring 2022 conducted at the ECC. The results were that the current use of. assessments were too general.	General assessments did not yield the needed data to effectively intervene and accelerate student learning based on the teacher's knowledge of their student. As a result, by gathering more detailed information we will be able to better support student learning via small group and individual interventions.

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	36	By June, 2023, Elementary/Middle School ELA for All Students will Increase 3%, from 36 to 39, as measured by NYS ELA Exam Results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 31, 2022			
Common Lit Assessments, iReady and Acadience screeners and assessments if applicable, as well as the mandated tasks gathered on Digital Student Portfolios.	Reading Comprehension	25% of students will demonstrate grade level reading comprehension as measured on Common Lit Assessments, iReady and Acadience screeners and assessments	10% of students will demonstrate grade level reading comprehension as measured on Common Lit Assessments, iReady and Acadience screeners and assessments	15% of students will demonstrate grade level reading comprehension as measured on Common Lit Assessments, iReady and Acadience screeners and assessments	25% of students will demonstrate grade level reading comprehension as measured on Common Lit Assessments, iReady and Acadience screeners and assessments

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	10/31/2022	Teachers will conduct BOY screeners and assessments to determine areas of focus for small groups and individuals.
09/13/2022	01/31/2023	Teacher teams will conduct vertical team meetings to identify power standards in each grade, and design and implement interventions for remediation and acceleration.
09/13/2022	01/31/2023	For all remote learning instruction, teachers will utilize Google Classroom platform and related applications to support teacher created units of instruction. (if applicable)
09/13/2022	01/31/2023	K-3 teachers will identify and administer additional F&P assessments to students to further track student progress on key indicators for improvement.
09/13/2022	01/31/2023	APs will meet with K-3 teachers to discuss, monitor and support the implementation of individual plans for support in AIS services.
09/13/2022	01/31/2023	K-3 teachers will plan and implemented targeted small group instruction based on their BOY screeners and assessments, track student progress and share best practices to improve school wide outcomes.
12/01/2022	01/31/2023	Teachers will conduct mid-year screeners and assessments to identify grade wide areas of strength and weaknesses to adjust curriculum to and interventions to respond to student needs.
09/13/2022	06/28/2023	Teachers in Fillmore Academy's Grades 6-8 will continue the Common Lit pilot which will include additional resources for interest based and culturally responsive curriculum resources and regular assessments to inform instruction.
06/13/2022	06/28/2023	Teachers will continue to refine the virtual library created last year and based off of Spring '21 student interest survey results. The library will provide access to print and audio versions of the text for all students.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Teacher teams will conduct vertical team meetings to identify power standards in each grade, and design and implement interventions for remediation and acceleration.
02/01/2023	06/28/2023	K-3 teachers will identify and administer additional F&P assessments to students to further track student progress on key indicators for improvement based on student progress in the first half of the year and mid-year assessment results.
02/01/2023	06/28/2023	APs will meet with K-3 teachers to discuss, monitor and support the implementation of individual plans for support in AIS services. Teachers identified for additional support - critical or targeted will be provided with concrete next steps for their development.
02/01/2023	06/28/2023	K-3 teachers will plan and implemented targeted small group instruction based on their MOY screeners and assessments, track student progress and share best practices to improve school wide outcomes.
04/01/2023	06/28/2023	Teachers will implement and review EOY screeners and assessments to identify grade wide areas of strength and weaknesses to adjust curriculum to and interventions to respond to student needs in preparation for the 2022-2023 school year.
02/01/2023	06/28/2023	Teachers in Fillmore Academy's Grades 6-8 will evaluate their participation in the Common Lit pilot to determine its effectiveness and support of school wide areas of focus in order to determine if the program will be purchased for use the following year..

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/31/2022	Curriculum Night	
01/01/2023	01/31/2023	Mid-Year Progress Reporting	

Human Resources	Pairing teachers in Grade 4 by strength to ensure that those who excel at ELA instructional strategies are teaching those classes
Instructional Resources	All current curriculum including the introduction of HMH and new transdisciplinary mapping connections, Common Lit pilot resources and the addition of the iReady and Acadience battery of screener assessments.
Schedule Adjustments	N/A
Other Resources Needed	AIS pull out teachers

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)
Tighten grade wide curriculum maps and assessments to ensure that all students are being taught the same content and power standards	A review of curriculum maps indicated a need to further clarify and pinpoint a focus on grade wide standards to ensure continuity of instruction and build common assessments off of those standards.	By ensuring that all students are focused on the same standards in a grade, we will be able to ensure that our gathered data is relevant thus leading to consistent measures for intervention and acceleration.
Align teachers with strong practices to teach mathematics in grades 4 and 5	Teachers who were focused on math consistently rated E and HE in their Danielson Observations and in the formative feedback that they received. Teacher Observations - Danielson, 2018-2022	Elementary teachers are jacks of all trades and as such, to better align instructional support and instruction, student outcomes will improve when instruction is tailored by teachers with a strong content background and focus.

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	28	By June, 2023, Elementary/Middle School Math for All Students will Increase 3%, from 28 to 31, as measured by NYS Math Exam Results .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
BOY screeners and assessments in iReady if available	Grade level proficiency	28% of students will have demonstrated grade level proficiency on iReady assessments	20% of students will have demonstrated grade level proficiency on iReady assessments	24% of students will have demonstrated grade level proficiency on iReady assessments	28% of students will have demonstrated grade level proficiency on iReady assessments

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	10/31/2022	Teachers will conduct BOY screeners and assessments to determine areas of focus for small groups and individuals.
09/13/2022	01/31/2023	Teacher teams will conduct vertical team meetings to identify power standards in each grade, and design and implement interventions for remediation and acceleration.
12/01/2022	01/31/2023	Teachers will conduct mid-year screeners and assessments to identify grade wide areas of strength and weaknesses to adjust curriculum to and interventions to respond to student needs.
09/21/2022	06/28/2023	For all remote learning instruction, teachers will utilize Google Classroom platform and related applications to support teacher created units of instruction.(if applicable)

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	03/12/2023	Teachers will review the results of mid-year assessments to identify grade wide areas of strength and weaknesses to adjust curriculum to and interventions to respond to student needs.
04/01/2023	06/28/2023	Teachers will implement and review EOY screeners and assessments to identify grade wide areas of strength and weaknesses to adjust curriculum to and interventions to respond to student needs in preparation for the 2022-2023 school year.
02/01/2023	06/28/2023	Teachers will present and share best instructional practices for remote learning (synchronous and asynchronous) during departmental conferences. Best practices identified by APs will be shared in their weekly celebrations of practice in the school's Weekly Memo. (if applicable)

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)
09/06/2022	09/30/2022	Curriculum Night	
01/06/2023	08/31/2023	Mid-Year Progress Reporting	

Human Resources	Pairing teachers in Grade 4 by strength to ensure that those who excel at math instructional strategies are teaching those classes.
Instructional Resources	All current curriculum and the addition of the iReady battery of screener assessments.
Schedule Adjustments	Parallel programs in grade 8 to ensure access to Algebra I classes for all students who demonstrate proficiency on BOY assessments.
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)
Continue to develop students' executive functioning skills through a developmentally appropriate systemic approach that utilizes digital student portfolios as one measure of student assessment.	Parent feedback on surveys 18-20; Teacher anecdotal notes and discussions 18-22;	Though a need prior to the interrupted 20 and 21 school years, students are in need of a systemic approach to developing the executive functioning skills needed to close gaps in social, emotional and academic areas. The school wide implementation of the use of Digital Student Portfolios will provide for further opportunities for home school collaboration, getting to know students well and norming teacher practice.

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
Equity & Student Voice	0	By July, 2023, practices related to Personal Attention & Support will improve 33%, from 0 to 33, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

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)
		December 31, 2021			
School wide surveys	Student and family responses aligned to effectiveness of EFS work and Digital Student Portfolios	10% of families will demonstrate understanding and effectiveness of the EFS work and Students Reflections in the DSP.	15% of families will demonstrate understanding and effectiveness of the EFS work and Students Reflections in the DSP.	30% of families will demonstrate understanding and effectiveness of the EFS work and Students Reflections in the DSP.	50% of families will demonstrate understanding and effectiveness of the EFS work and Students Reflections in the DSP.

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?)
08/05/2022	01/31/2023	Introduce staff to a shared reading text that will inform the school's systemic approach to developmentally appropriate executive functioning skills: Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention
08/05/2022	06/28/2023	Reconvene the TLT to continue the EFS work began last year by developing a series of workshops to support staff and families by building their capacity for understanding and implementation of interventions to support developmentally appropriate EFS.
09/13/2022	06/28/2023	Assess student abilities and implement teaching routines. into the curriculum to support grade level specific EFS routines into daily work.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Utilize Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention with the TLT to develop a systemic approach for developing EFS in all grade levels.
02/01/2023	06/28/2023	Survey families and students to determine the effectiveness and efficacy of refining the EFS work for the 2022-2023 school year and beyond.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/31/2023	Curriculum Night	
09/13/2022	06/28/2023	Parent Workshops on EFS and DSP	

Human Resources	Use of the TLT (ILT) to support the development and implementation of a developmentally appropriate systemic approach to EFS.
Instructional Resources	Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention access for all staff. Teacher created resources for families, colleagues and students.
Schedule Adjustments	N/A
Other Resources Needed	Professional Learning funding to continue work with CTSC on the development of a developmentally appropriate systemic approach to EFS.

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)
Support students in our Asian subgroup maintain a 90% or above attendance rate.	In previous years, students in our Asian subgroup, particularly those of Middle Eastern descent have had a lower attendance rate than their peers.	Students leave to return to their countries or origin for extended periods of time and they are not permitted to be discharged.

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
Asian	89	By July, 2023, Chronic Absenteeism for Asian will Increase 1%, from 89 to 90, as measured by Yearly Attendance.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 31, 2022			
Monthly attendance reports for individual students who have had chronic absenteeism in the past.	Individual monthly attendance will be maintained at 90%	60% of students with chronic absenteeism will have maintained a monthly average of 90%	25% of students with chronic absenteeism will have maintained a monthly average of 90%	40% of students with chronic absenteeism will have maintained a monthly average of 90%	50% of students with chronic absenteeism will have maintained a monthly average of 90%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/21/2022	06/28/2023	Attendance team will monitor monthly attendance and coordinate outreach to the subgroup of students via the use of iLog and other school based systems with a focus on our Asian subgroup of students.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/28/2023	Identified targeted students will work with dedicated adults to serve as one to one points of contact for additional support.
02/01/2023	02/26/2023	Attendance team will review student progress to date (iLog and other systems) and guidance counselors will reach out to families to determine if there are additional supports needed for students with a focus on our Asian subgroup of students.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/31/2022	Curriculum Night	
09/13/2022	06/28/2023	Progress Monitoring	

Human Resources	Use of the attendance team: including secretaries, parent coordinator and district support.
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)
Enhance progress monitoring and alignment of IEP goals and daily instruction in the classroom.	In ICT classrooms, the general education teachers were less aware of the individual goals of students with IEPs in their classrooms. Action Research Projects - Spring 2021 and 2022	Due to a general school culture where work was broken into silos, specific subgroups of students were often seen as the responsibility of other personnel. As a result and changed that began in the Spring of 2021, ICT teachers have become more aware and aligned in their instruction, support and focus on individual IEP goals and progress monitoring. Teachers are crafting targeted IEP goals that can be more easily monitored and then rewritten to support student growth.

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
SWD in ICT classes.	40	By June, 2022, to strengthen the quality and implementation of IEPs for SWD in ICT classes., we will improve Assessment and progress monitoring of IEP goals. by Increase 20, from 40% to 50, as measured by IEP review and compliance and individual teacher meetings..

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 31, 2022			
IEP compliance - 408s and IEP completion	Completion of all IEP related compliance.	80% of IEPs that qualify for transition plans will meet their compliance dates.	50% of IEPs that qualify for transition plans will meet their compliance dates.	75% of IEPs that qualify for transition plans will meet their compliance dates.	100 %of IEPs that qualify for transition plans will meet their compliance dates.

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?)
09/13/2022	06/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Programming committee meets and plans for both blended and remote (if applicable) IEP students
09/13/2022	06/28/2023	Develop appropriately rigorous standards-aligned annual goals	EP Training for all teachers and support IEP teacher
09/13/2022	06/28/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Ongoing training and participation in Boro Citywide professional development
09/13/2022	06/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Ongoing monitoring of all special education compliance reports and followup service providers
09/13/2022	06/28/2023	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]	Enhance school wide structures to support the monitoring and development of transition plans.
09/13/2022	06/28/0023	Conduct IEP meetings within specified compliance dates	Ongoing monitoring of all special education compliance reports and followup service providers
09/13/2022	06/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Ongoing SIT team and PPT meetings along with meetings of AIS team for at risk students
09/08/2022	09/13/2022	ICT Instructional coherence	ICT team members meet to read, review and sign Chapter 408 documents.
09/13/2022	09/30/2022	ICT Instructional coherence	ICT team members complete the 207 Special Ed goals form together and break down the IEP goals into achievable steps.
09/13/2022	06/28/2023	Ensure Progress Monitoring	ICT teachers will complete progress report schedule form (based on annual review date) and hand to grade supervisor. Progress reports will be given to families based on schedule.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/31/2022	Curriculum Night	

Human Resources	Align the use of the IEP teacher to support areas where the allotted budget does not meet the school's needs.
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	Additional teachers to support a comprehensive AIS program for students with disabilities.

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)
Small Group Instruction - Tier 2	BOY Assessment Results	Small group instruction	Small group instruction	In class	No
At risk support - Tier 3	Suggestion for IEP referral	Individual. at-risk instructional supports	One to one or small group with SETSS and IEP teachers	During school	No
AIS programming - Tier 2 and 3	Teacher referral	Small group instruction	Small groups	After school and Saturday	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
EFS teaching routines - Tier 2	All classes	Whole class	Whole class	In school	No
EFS individual plan - Tier 3	Individuals with severe EFS deficits	Individualized plans	Individual	In school	No
At risk counseling - Tier 2	Students who display the need for additional supports	Targeted counseling	Small group and individual	In school	No
Intensive counseling - Tier 3	Students referred for severe behavioral concerns	Targeted, intensive counseling	Individual	In school and after school	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>20</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in STH will have priority access to all additional support services - academic and counseling. Additionally, students and their families will have priority to register for EFS workshops to ensure access and support that will meet their families needs.</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
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>[School Name] 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;</p>

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with 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)

[School Name], 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:	22
Borough:	K
School Number:	207

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	Neil McNeill
Assistant Principal	Teresa Kepertis
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Danise Sheriden
School Counselor	Janice Morales
Teacher/Subject Area	Erin McDonough/ELA
Teacher/Subject Area	Gena DelReal/Math
Parent	Lisa Cerciello
Parent Coordinator	Donna Pimpinella
Related-Service Provider-Speech	Alyson Hurwit
English as a New Language (ENL)/Bilingual Teacher	Rachael Cappiello

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:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	875
Total number of current ELLs at your school:	73
Total percentage (%) of current ELLs at your school:	8.3%
Total number of former ELLs at your school:	16
Total percentage (%) of former ELLs at your school:	1.8%

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	NO			0	0	0	0	0	0	0	0	0					0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The Language Allocation Policy for P.S. 207 is 100% instruction in English since it is a Freestanding ENL Program. Students at the Beginner/Entering level are entitled to a total of 360 minutes with the minimum number of 180 minutes in standalone ENL and 180 minutes in integrated ENL. At the Low Intermediate/Emerging level, the students receive a total of 360 minutes with the minimum of 90 minutes in standalone ENL and 180 minutes in integrated ENL. The additional 90 minutes can be standalone or integrated with ELA or any other content area. The intermediate/Transitioning Level receives a total of 180 minutes with a minimum of 90 minutes integrated ENL and an additional 90 minutes in either standalone or integrated with ELA or any other content area. The Advanced/Expanding level receives a total of 180 minutes of integrated ENL. The Proficient/Commanding level receives a total of 90 minutes of integrated ENL. The ENL teacher uses a combination of pull-out, push-in, and collaborative organization models for instruction, and students are grouped homogeneously. The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language is 2 contiguous grades.</p>
<p>Integrated English as New Language (ENL)</p>	<p>At the present time our school does not have a Transitional Bilingual Education program. If a parent prefers a TBE program they are directed to our parent coordinator Donna Pimpinella for further assistance in locating a school that offers the program.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>At the present time our school does not have a Transitional Bilingual Education program. If a parent prefers a TBE program they are directed to our parent coordinator Donna Pimpinella for further assistance in locating a school that offers the program.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>According to the NYS CR Part 154 guidelines, the ENL teacher is able to provide for the mandated number of units of instruction in her schedule using contiguous groupings. All students receive the mandated units of instruction. Students at the Beginner/Entering level are entitled to a total of 360 minutes with the minimum number of 180 minutes in standalone ENL and 180 minutes in integrated ENL. At the Low Intermediate/Emerging level, the students receive a total of 360 minutes with the minimum of 90 minutes in standalone ENL and 180 minutes in integrated ENL. The additional 90 minutes can be standalone or integrated with ELA or any other content area. The intermediate/Transitioning Level receives a total of 180 minutes with a minimum of 90 minutes integrated ENL and an additional 90 minutes in either standalone or integrated with ELA or any other content area. The Advanced/Expanding level receives a total of 180 minutes of integrated ENL. The Proficient/Commanding level receives a minimum of 90 minutes of integrated ENL. The ENL teacher uses a combination of pull-out, push-in, and collaborative organization models for instruction, and students are grouped homogeneously. As per policy guidelines, native language support is provided via glossaries, translator/interpreter services, student buddies, and other bilingual resources.</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>We do not use a Dual Language program.</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>

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	We do not have a Transitional Bilingual Education program.
How is the students' home language integrated into instruction?	n/a

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Newcomers= 38%. Each ELL Subgroup is entitled to a certain number of mandated hours. Newcomers; which includes Entering and Emerging ELLs, are entitled to 360 minutes/week. Transitioning and Expanding ELLs are entitled to 180 minutes/week. Commanding ELLs become FELLs. FELLs are entitled to 90 minutes/week of additional support for two years after receiving the Commanding status.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Long Term ELLs=6.7% The ENL teacher provides academic support during their content area classes. The teacher collaborates with the GE teachers and content area teachers to establish goals and reassess results throughout the year.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	.44% The ENL teacher consults with the GE and content area teachers to establish the needs of the FELL. The ENL teacher provides support for project based activities and/or remedial where and if needed.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	Based on the 2020-2021 NYSESLAT results, we are finding that our recent influx of entering ELLs are in need of basic listening, speaking, reading and writing skills. Currently many entering ELLs have limited English language exposure prior to the start of school. This indicates a need for basic conversational skills on top of strong support in academic language instruction, and continued, rigorous curriculum that reflects sound reading and writing strategies.
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?	Based on 2020-2021 NYSESLAT results, we are finding that our recent influx of entering ELLs are in need of basic listening, speaking, reading and writing skills. Currently many entering ELLs have minimal to no English language exposure prior to the start of school. This indicates a need for basic conversational skills on top of strong support in academic language instruction, and continued, rigorous curriculum that reflects sound reading and writing strategies. Analysis of ELL student results on standardized ELA and Math tests reveal that students perform better in Math than in other English language dominant tests. However, the data from the NYSESLAT also shows ELLs making progress in English language proficiency. Data report results are shared with all members of the school staff via email. Meetings are held for teachers of ELL's emphasizing the utilization of this data to guide instruction.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	We noticed the at-risk levels of ELLs at our school have poor attendance. Attendance has a great influence on student achievement. Students who attend school on a consistent basis and are exposed to the English language on a daily basis; tend to master speaking, reading, writing, and listening more expediently than those with poor attendance. We also found that this is the first school exposure for some of our at-risk students.

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home languages of ELLs with the largest representation at our school would be Chinese, Urdu, Spanish, & Arabic. Home language support is given regularly to ELLs, particularly those Newcomers and SIFE students as they transition into their new environment. iPads, online translation tools, glossaries, audio books, and native language editions of literature are among the regular support given. Translation and bilingual support is also made available whenever possible. In addition to the supports above, we will provide bilingual directions, scaffolds/modifications, and step by step instruction for the students and their caregivers. We also invite bilingual support staff to assist us during virtual and in person meetings, to ensure MLL's are receiving the bilingual support necessary to demonstrate their mastery of the content.</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 are as follows: American Indian/Alaskan= 0 Asian= 42 Black=5 White=1 All students, including our ELL population, are invited to participate in the multi-cultural libraries created by K-8 teachers. Teachers include multi-cultural lessons into their curriculum. They highlight holidays and customs of the multiple cultures in our school. Included in our curriculum is a project entitled "Passports Around the World" where students learn about different countries. Teachers on each grade level become experts in individual countries and then rotate between the classrooms in order to teach the students what they have learned (ex. language, games, customs, etc.) Each classroom will contain "MOSAIC" books that were provided to the school by the city.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The trends reflected in the NYSESLAT results of our ELLs with IEPs varies. We do notice that those ELLs who have excessive absences tend to stagnate in their NYSESLAT results. Those students who attend school every day are making progress. They are making strides in their reading levels.</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 Instructional Leadership Team discusses curriculum for each grade, modifications for our subgroups, including but not limited to our ELLs. FELLs, LTEs, & SWDs. Progress is monitored and modifications are adjusted as needed.</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>ELLs receive instruction in the content areas in English with native language supports such as glossaries and bilingual resources. The ELL content area curriculum is aligned with the grade level curriculum as well as the common core standards to reinforce and enhance subject matter for ELLs. There is a heavy emphasis placed on vocabulary acquisition in the content area, as well as content area based writing. This interdisciplinary approach is intertwined with the four modalities of reading, writing, listening, and speaking. Wherever possible, the ENL teacher works collaboratively with the classroom teacher to ensure lessons are meeting the the standards for ENL and there is no loss of instruction time or interruption of service.</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>Instructional strategies include: providing comprehensible input, emphasizing communication and understanding, integrating literacy with content areas, developing vocabulary, incorporating the writing process, demonstrating the conventions of English (spelling, grammar, punctuation), using graphic organizers, and using cross-cultural connections. These strategies are implemented along with Fountas & Pinnell reading program, the school-wide literacy model- Expeditionary Learning, Science & Social Studies Units of Study, & Envisions (math). All students receive differentiated instruction based upon language proficiency level, learning styles, and individual needs. The students also use Imagine Learning to accelerate English language acquisition through the use of technology. They are provided translation glossaries in their native language as well as accessing dictionary.com to help with vocabulary acquisition. A variety of tests are translated into the students' native language. Chapter 408 ensures all IEP services are met for ELL-SWD students.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>The school is particularly sensitive to providing flexibility to meet the needs of our ELL-SWD population. In the lower grades, the ENL teacher provides co-teaching to supplement the regular pull-out class time with these students. The ENL teacher conferences with teachers, and is in constant dialogue with the members of the SBST personnel to continually monitor progress and IEP criteria. In the middle school division, the ENL teacher requests regular reports from the content area teachers to advise and assist these students to help them become more self-sufficient and to become advocates for their own educational process. Our students in self-contained special education classrooms in the middle school are given the opportunity to participate in mainstream content area classes as per recommendation of the teacher and administrator in order to allow them least restrictive opportunities to enhance learning and language acquisition.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use the different components for F & P (letter/sound recognition, sight words, running record) as a way to assess our students through out the school year. We take the results from those assessments to help guide our instruction and group our students. The classroom teacher and the ENL provider collaborate on instructional planning based on the assessment results.</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>In addition to ENL instruction, students in all sub groups who are evaluated as needing more support are placed in Math and ELA small group intervention classes. Students receive targeted assistance in the areas of Math and Literacy. In addition, providers also target intervention in the areas of Social Studies and Science, particularly with relation to reading comprehension and writing in response to non-fiction reading in the content areas. Native language support is offered in intervention groups through the use of bilingual glossaries in the content areas, as well as internet support using translated texts wherever possible. Imagine Learning is an individualized computer program that the students also use. This program supports individual needs and reinforces skills through the content area. SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers.</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>After universal screening, teachers of ELL students work in collaboration with the ENL teacher to provide strong Tier 1 instruction. Struggling ELLs are brought up in the PPT meetings and the names are given to teachers and service providers. The service providers, along with the ENL teacher, make decisions and analyze documentation on how instruction was differentiated to address native and second language concerns as well as cultural differences. The amount and type of ENL instruction, an understanding of whether or not native language support was used, and a description of the amount and type of native language instruction is also considered. In addition, they identify instructional areas (specific skills and competencies) that need further, more intense intervention, and the extent, if any, to which ENL instruction and/or native language instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. Every 6-8 weeks, students are monitored and the data will reveal if additional time is needed, or if the child needs to be brought to Tier 3. The support services provided must be aligned to any intervention plans the school is already providing to all students. There are resources for ELL educators on the DELSS website that we utilize to support intervention instruction. Information from the monthly EDAT report is also utilized to make necessary changes.</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>The goal of the ENL Program is to foster the development of the modalities of listening, speaking, reading and writing so that the students move toward fluency and proficiency in English. Improvement of academic language is at the cornerstone of the curriculum, in order for ELLs to achieve success in their entire educational career and beyond. Data analysis and review is an ongoing process for all levels of the school. In order to assess early literacy skills, the team administers Fountas and Pinnell and Gates MacGinitie assessments. This data is an integral part of the planning process for ELL curriculum in the early grades. On the whole, the majority of ELLs in the early grades tend to score lower on these assessments based upon their lack of exposure and in many cases preschool preparation deficits. Early intervention techniques with these children definitely provide quicker recovery, and in turn ELLs can easily maintain grade level performance. Analysis of data for early childhood ELLs reveals that these students on the whole need reinforcement of basic early literacy skills from lack of exposure to English at an early age, and for some a lack of Pre-Kindergarten school experience. This includes socialization skills and adaptation to school behaviors in general.</p>

<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Each year, every student in our ENL program is evaluated based upon several criteria including, but not limited to NYSESLAT scores, State ELA and Math scores, guided reading levels, progress reports, and anecdotal records and conferencing reports from the classroom teacher and ENL teacher alike. Each student is treated as an individual case, where progress is not only evaluated from the latest testing, but is examined longitudinally to create a better learning plan for long term ELLs and ELLs who stall at a certain level. Where necessary, based upon level of English proficiency, ELLs are also evaluated using translated tests and bilingual staff to interpret questions. ENL teachers, bilingual teachers, and/or paraprofessionals are able to assist in determining comprehension and continually monitoring home language progress. Throughout the year, we monitor progress of English acquisition and scaffold support in home language as needed. In addition, students are placed in classrooms with bilingual staff when available.</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>Evaluation of ELL program success is ongoing throughout the school year. Beginning with the analysis of NYSESLAT data from the prior spring, the ENL teacher compares data from the prior year's NYSESLAT scores to the current score. Each modality is analyzed and the modality with least progress becomes the focus for the school year. This data serves as the overall progress and performance indicator for the end of the prior year. Then, students are monitored through benchmark assessments such as Fountas & Pinnell in the beginning, middle and end of the school year or Gates MacGinitie is also administered in the beginning and end of the year to assess vocabulary and comprehension skills. The data is analyzed in order to identify areas of weakness for groups of students or individual students.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Our NYSESLAT administration plan is based on our co-location in two buildings. One ENL teacher administers the NYSESLAT to the K-2 students. The other ENL teacher administers the NYSESLAT to the 3-8 schools. Ms. Donna Kelly is the ENL teacher for the K-2 students (Early Childhood Center). Ms. Danise Pimpinella is the ENL teacher for the 3-8 students (Main Building). When the NYSESLAT materials arrive, the two ENL teachers do an inventory of the materials. They create checklists for the students in their respective buildings to ensure that all modalities of the NYSESLAT are administered. Upon completion, three staff members other than the ENL teachers (Una Devlin, Kathleen McCarthy, Pamela Feeney), score and transcribe the results of the test onto the answer documents. Then, the ENL teachers scan the answer documents into ATS. The answer documents and listening and speaking sheets are stored in a locked/secured closet. The remainder of all NYSESLAT material is packed up according to specific directions and sent to Metritex via UPS. In between testing, the ENL teachers continue to provide their students with their mandated hours.</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>ELL instruction is carefully planned and differentiated to best suit the needs of all ELLs and their learning. Newcomers and SIFE students are under constant evaluation, as their initial transition can be very difficult, both academically and socially. The ENL teacher collaborates with the classroom teacher, and provides an "open-door" policy for these students who may come to the ENL room for extra support and learning aids throughout the day. Additional support is given through the use of laptop computers and other digital resources to continued literacy and language exposure. For mid-range (4-5 years) and long-term (6+ years) ELLs, the strategy changes slightly to include remedial support in all skill areas, as well as study skills, homework management, and general academic advisement. With these students, an in- depth analysis and consultation of NYSESLAT scores is an integral part of their progress as it shows their strengths and weaknesses in terms of the four modalities. Most students who stall out and are in the long-term ELL range (6+ years), need more assistance with reading comprehension skills and writing in response to reading. This is a heavy focus in the curriculum for these particular students.</p>
<p>b. SIFE</p>	<p>SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ENL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues.</p>
<p>c. Newcomer</p>	<p>SIFE (Students with Interrupted Formal Education) and Newcomers will receive small group targeted instruction from the classroom teachers as well as the ENL teacher. They will also receive individual tutoring from cluster teachers, parent volunteers, student teachers, and other pedagogues.</p>
<p>d. Developing</p>	
<p>e. Long Term</p>	<p>Long Term ELL students and ELLs who are in the program between 4 and 6 years will receive small group targeted instruction and individual tutoring. These students may also receive referrals for evaluations to determine if services other than ENL are necessary for academic success. If it is determined that the students need special education services, they may receive placement in an ICT (Integrated Co-Teaching) classroom setting, Special Education Teacher Support Service and/or counseling.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs (FELLs) are entitled to support for two years after testing proficient. An "open door" policy is in place for FELLs as well. The ENL teacher consults with the teachers of former ELLs and encourages on-going communication to ensure the continued learning success of these students. Additionally, FELLs will continue to be eligible to attend the many after-school programs offered throughout the year. In addition, a summer enrichment program has been offered to all ELLs.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>At the present time our school does not have a Transitional Bilingual Education program. If a parent prefers a TBE program they are directed to our parent coordinator Donna Pimpinella for further assistance in locating a school that offers the program. At the present time our school does not have a Transitional Bilingual Education program. If a parent prefers a TBE program they are directed to our parent coordinator Donna Pimpinella for further assistance in locating a school that offers the program. LLS receive instruction in the content areas in English with native language supports such as glossaries and bilingual resources. The ELL content area curriculum is aligned with the grade level curriculum as well as the common core standards to reinforce and enhance subject matter for ELLs. There is a heavy emphasis placed on vocabulary acquisition in the content area, as well as content area based writing. This interdisciplinary approach is intertwined with the four modalities of reading, writing, listening, and speaking. Wherever possible, the ENL teacher works collaboratively with the content area teachers. Students are able to bring content area assignments and project work to the ELL class regularly, where the ENL teacher provides support, guidance, and access to technology for word processing and research materials.</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>All students, including ELL's, have the opportunity to study Spanish as a foreign language in middle school.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The ENL teachers provide professional development for the entire staff each year so that all personnel are made aware of the components of the ENL Program, current data trends, and new methodologies. They take place periodically throughout the year. The topics for professional development include: Identifying ELL students through the Home Language Information Survey, NYSITELL and NYSESLAT testing administration, results data, language acquisition and proficiency, ENL methodologies, cultural sensitivity/parental involvement, challenges for ELL students and how they can be supported as they transition from one school level to another, and use of technology support such as Imagine Learning. Teachers that have ELL students are notified in June for the upcoming year about the number of ELLs they will have in their room. Paraprofessionals are also notified when they are working with ELL students. Time is designated for school staff to meet individually with the ENL teacher during the first two days of professional development to review data and to see if there are any new ELL admits. The ENL teacher provides support, materials, ideas, and strategies to help teachers and paraprofessionals support ELLs in their classrooms. School leaders meet individually with classroom teachers to review data and check progress on ELL students. If professional development is available through the network, school leaders will send teachers for additional support and training. The ENL teachers also turnkey PD they have received from either the B/CO, Division of Multilingual Learners or other organizations and institutions. The ENL teacher offers additional professional development during faculty and grade conferences throughout the school year. We follow up with the staff by providing them with the materials used during the professional development so that they may reference them when using these resources in their own classrooms. All teachers attending PD's, sign in on an attendance sheet. There is an open door policy with the ENL teachers and the rest of the staff to ensure the materials and information provided are best used to support the students in their academic success.</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>The ENL teacher participates in workshops and seminars throughout the year and turnkeys this information to the staff at regular monthly faculty conferences and other professional development sessions. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 154.2 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrated language and content instruction for English Language Learners. For the ENL teacher, a minimum of 50% of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrated language and content instruction for English language learners. To fulfill our professional development requirements, the ENL teachers attend Ambassador meetings the last Monday of every month. Study groups discuss and analyze different text throughout the year focusing on different topics that apply to the ELL population and their families. During professional development time on Mondays, we turnkey information learned from the Ambassador meetings to the rest of the school staff. Sign-in sheets and agendas reflect topics and participation.</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>Parents are an active component of the P.S. 207 community. All parents are invited to participate in a variety of events such as the art show, Glee Club/band performances, technology information sessions, family night, and curriculum night. Parents are strongly encouraged to attend monthly PTA meetings. The ENL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. As a team, they create surveys to elicit areas where parents need assistance, they provide information, translation and interpretation assistance, and foster a sense of care, concern, and advocacy. During workshop sessions, parents are instructed on implementing strategies that can support their child's educational process. The student's language development progress, language proficiency assessment results, and language development needs are discussed with the parent/guardian.</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>Based on NYSITELL and NYSESLAT results, the needs of the ELL students are examined and parents are contacted via phone conference or in person conferences scheduled during parent engagement. In the event this time is not convenient for the parent, arrangements are made to meet before or after school hours with the ENL teacher. At this meeting, ENL teachers discuss strengths and weaknesses noted from a variety of formative and summative assessments. ENL teachers collaborate with content area teachers to determine areas of weakness and provide parents with strategies such as computer websites to assist at home. The ENL teacher and Parent Coordinator are in constant communication, and they work together to address the needs of all parents of ELLs. The student's language development progress, language proficiency assessment results, and language development needs are discussed with the parent/guardian in several methods. In collaboration with the content area teachers, content area needs are also discussed. Parents are also contacted on Tuesday afternoons during parent engage time to discuss any issues that need to be addressed. Materials are provided in the native language wherever possible, and additional staff in the school provide Spanish, Urdu, Turkish, Arabic, and Hatian Creole translation of workshops as well. Other translators are made available as necessary, whether through bilingual staff, or over the phone interpretation.</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>ENL teachers will check in with Content teachers to ensure FELLs are meeting standards. Access to visuals, phonics, grammar work, clear instruction and supports such as: word banks, sentence frames, and starters will be incorporated. We also use an individualized program based on each student's needs called "Imagine Learning." Access to Khan Academy, Pearson, YouTube videos on topic/subject, vocabulary, and hands on activities where applicable. Ducksters.com, History.com, BrainPop, vocabulary graphic organizers to ensure understanding of topics, visuals for lower proficiency levels. Arts/Drama/Dance teacher will provide lessons via video for students to practice recorder music, and dance routines. Access to movement activities such as GoNoodle.com, YouTube: Cosmic Kids Yoga, Learning Station, StandUpKids.org, and Movement Breaks.</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>The school makes every effort to support newly enrolled ELLs before the beginning of the school year. Information, such as community organizations and other outside programs for enrichment and language instruction are available for families. The Parent Coordinator, Donna Pimpinella, has a wealth of resources to provide parents with English language information and opportunities. Parents have the opportunity to attend Information Sessions demonstrating how to use these programs. The school also invites ELL participants to the summer school language programs for continued English language support. Students are able to access online resources such as Imagine Learning year round so that they can practice the skills they have already acquired in addition to having the opportunity to learn new skills. These programs are individualized so that each ELL student's needs are met, and teachers have direct access so that they can monitor the progress of their students. Communication is vital to successful transitioning at P.S. 207. Being a K-8 school, teachers and administrators strive to make the ELL transition a successful experience through articulation and orientation of students as they make the change to the upcoming grade. From Grade 1 to Grade 2, students move to the new building, and they receive an orientation prior to the start of the school year. Students transitioning to the P.S. 207 Fillmore Academy (the school's middle school 6-8 component) also take part in an orientation. The guidance department, Mrs. Cortes and Ms. Morales, are an integral part in the high school transition. They attend all mandated DOE training. The guidance counselor meets with each student individually to discuss options for high school and helps choose schools that would best meet their needs and future aspirations. Students are guided through the application process, and given information and study skill training to prepare for the demands of the new year. All ELL students are part of this process, and the ENL teacher reinforces the information to ELL students, offering clarification and translated information to families if needed. An informal HLIS will be conducted to ensure the students receive services that are needed and parents will sign and confirm appropriate documentation with appropriate pedagogy.</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>Danise Sheridan and Rachael Cappiello are our licensed ENL teachers and members of our identification team. Danise Sheridan does the intake for our K-2 students while Rachael Cappiello does the intake for our 3-8 students. Initial identification of English Language Learners begins with the distribution of the HLIS (Home Language Information Survey) at registration. The certified ENL teacher collaborates with the school secretaries during the registration period and oversees the informal interview process conducted at this time. Parents complete a form indicating their preferred language of communication. The HLIS is then given to the parent in their native language and English and interpreters are utilized whenever possible. The ENL teacher conducts the informal interview. Based on the responses of the HLIS and parent interview, the ENL teacher will then formally assess the students with the NYSITELL and Spanish LAB, if appropriate, within the mandated ten day period.</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
Donna	Pimpinella	Parent Coordinator		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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	0	0	1	0.1
Arabic	12	1.17	11	.107
Burmese	2	0.2	2	0.2
Chinese	69	6.73	55	5.37
Cantones	0	0	2	0.2
Croatian	0	0	1	0.1
Haitian Creole	2	0.2	4	0.39
Mandarin	0	0	14	1.37
English	884	86.24	871	85.06
Russian	4	.39	4	.39
Spanish	35	3.41	39	3.81
Urdu	17	1.66	20	1.95

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	5	5
Turkish	1	1
Haitian-Creole	1	1
Greek	1	1
Arabic	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>The Parent Coordinator utilizes the HLIS, ATS reports as well as Student Emergency Contact cards to assess language preferences of the parent community for both written and oral communication. The Parent Coordinator prints out the RAPL where she identifies the written and oral languages. The Parent Coordinator takes the written and creates a group in Operoo, an on-line tool PS 207 uses in order to communicate important documents and information to families. The Parent Coordinator translates any document on Operoo into the languages for the school (ex. English, Spanish, Chinese, Urdu, Arabic, Haitian, and Russian).</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.
Letters to Families	As needed	The parent coordinator and language access coordinator utilizes the school's account with Operoo to automatically translate documents in families' language of preference.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conference	Quarterly	The school ask parents who need a translator if they would like the services to be provided. The school will utilize the DOE translation services and secure the services either in person or via phone.
Parent Workshops	As needed	Parent workshops will be provided on an ongoing basis. All workshops by nature require an RSVP and any parents who need translation services will have an opportunity to request them and the school will have them provided as needed.

3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We use Google Translate and Operoo to transcribe letters. We use translation services when contacting families via phone.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	If we have a staff member who speaks another language we will ask them to help us speak to the family. Additionally, the school will utilize the DOE’s. available translation services.
(C) If a parent has an emergency and needs to contact the school.	The can call or email the parent coordinator in their language. They will translate the request using Google Translate and direct the family to the appropriate staff member and/or secure translation services via. the DOE as needed.

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	Provided in the virtual staff handbook
Over-the-Phone Interpretation Desk Aid	Emailed to staff as well as posted in Main Office.
Language Access Handbook	Link emailed to staff
T&I Unit InfoHub Link	Emailed to staff

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).	Staff members will be made aware of the goals of Chancellor's Regulation A-663 in several ways. The regulation will be posted virtually on the school webpage. The ENL team will inform the staff about the resources via the monthly faculty conference. Information regarding interpretation services will be emailed to staff as well as posted in the Main Office.
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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>We have translated signage in the school (lobby and main office). We send information to families in their preferred language regarding school events, trips, etc. using an online system called Operoo.</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>We will print out the ATS report to identify the preferred languages of our families. We will utilize bilingual staff members to help us communicate with the families. We will also use Operoo to send translated forms to families.</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>We have expanded the number of languages translations that are available and are being sent home to families.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	PS 207
DBN:	22K207
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	48
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	2
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	P.S. 207 offers a wide range of supplementary options through its ExcELL Afterschool program for English Language Learners. Our afterschool program will provide our ELLs the opportunity to expand their language and processing skills. The program is designed to motivate and promote the development of our English Language Learners.
Rationale	We want to provide our ENL student with extra support as they continue to learn the English language. The after school program will provide them with an opportunity to learn in a calm and nurturing setting in which the students will be working with their peers on all different grade levels.
Subgroups and grade levels of students to be served	We will provide after school for all of our ENL students in grades K-8.
Schedule and duration	We will start our after school program in January 2023. The program will last until May 2023.
Language of instruction	Instruction will be in English.
Number and types of certified teachers	We have two certified ENL teachers.
Types of materials	We will utilize the following materials for our after school program: -computers -Smart Boards and Promethean boards - various arts supplies -picture cards -reading books
Include any additional details here:	We do not have any additional details at this time.
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5,6,7

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> rationale teachers to receive training schedule and duration topics to be covered name of provider 	Professional Learning will be provided to the entire staff by the two licensed ELL teachers and the Assistant Principal in charge of ELL. The schedule will be determined on an as needed basis and in conjunction with school wide priorities. Topics will include but are not limited to language acquisition, building phonemic awareness, providing additional supports to ELL students.
Rationale	We want to continue to provide professional development to our teachers and paraprofessionals focusing on ways in which to support our ENL students in various subject areas.
Teachers to receive training	All teachers and paraprofessionals in grades K-8 will receive training. This includes classroom as well as cluster teachers.
Schedule and duration	ENL PD will be ongoing through out the 2022-2023 school year.
Topics to be covered	Below are some of the topics that will be covered: -language acquisition -building phonemic awareness - providing additional supports to ELL students
Name of provider	Danise Sheridan Rachel Cappiello Teresa Kepertis
Include any additional details here:	We have no additional details at this time.

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <ul style="list-style-type: none"> rationale schedule and duration topics to be covered name of provider how parents will be notified of these activities 	Current practices will be delivered to parents to help them to support their children's language acquisition.
Rationale	Families of our ELL students will need help to support their children at home. We will provide them with tools and strategies to help their children's language acquisition as well as with executive functioning (our school focus).
Schedule and duration	Workshops will take place through out the 2022-2023 school year.
Topics to be covered	Strategies to use at home to help my child learn the English language Executive Functioning- how it can help my child
Name of provider	Danise Sheridan Rachael Cappiello
How parents will be notified of these activities	Parents will be invited through the use of translated invitations and individual phone invitations.
Include any additional details here:	We do not have any additional details at this time.

PART E: BUDGET

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

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

Allocation Amount (\$):	12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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