2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	21K238

School Name	P.S. 238 Anne Sullivan

Principal	Harla Joy Musoff-Weiss

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
    - Qualitative and quantitative data, including pre-COVID-19 learning data
    - Potential ESSA Accountability Indicator Goal Sheet.
    - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
    - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	P.S. 238 The Anne Sullivan School

District Borough Number (DBN):	21K238

Grades Served:	Pre K-8

School Address:	1633 East 8th Street, Brooklyn, NY 11223

Phone Number:	718-339-4355

Fax:	718-998-4351

School Contact Person:	Harla Musoff-Weiss

School Contact Person Email Address:	Hmusoff@schools.nyc.gov

Principal:	Harla Musoff-Weiss

United Federation of Teachers (UFT) Chapter Leader:	Brooke Miller

Parents' Association President:	Ali Fakih

SLT Chairperson:	Brooke Miller

Title I Parent Advisory Council Chairperson (PAC):	Damaris Valentin

Student Representative(s) Middle /High School:	NA

Student Representative(s) Middle /High School:	NA

Community Based Organization (CBO) Representative:	NA

School-Based Students in Temporary Housing (STH) Liaison:	NA

District Information

Geographic District:	21

Superintendent:	Isabel DiMola

Superintendent's Office Address:	25 Brighton 4th Street Room C20 - Brooklyn, NY 11235

Superintendent's Email Address:	idimola@schools.nyc.gov

Phone Number:	718-368-4024

Fax:	718-234-4945

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	
Harla Musoff-Weiss	Principal or Designee*		
Brooke Miller	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Damaris Valentin	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
NA	District Council 37 (DC 37) Representative (staff), if applicable		
Damaris Valentin	Title I Parent Advisory Council Chairperson (or alternate)		
NA	Student Representative (Required for middle and high schools)		
NA	Student Representative (Required for middle and high schools)		
NA	CBO Representative, if applicable		
Robert Dacchille	Member/teacher		
Margaret Cleary	Member/teacher		
Jackie Meehan	Member/teacher		
Damaris Valentin	Member/parent		
Leogibilda Torres	Member/parent		
Bramantyo Jati Prasojo	Member/parent		
VACANCY - TBD	Member/parent		
NA	Member/		
NA	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Janet Halperin	Teacher/Data Specialist	
Tricia Nakleh	Teacher/ENL	
Jeanine Kucher	Assistant Principal	
Sandy Mastropaola-Riconda	Assistant Principal	
Karen Seigelman	Assistant Principal	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing

Provide your school's mission statement:	As a community we are dedicated to continuing a tradition of excellence in an ever-changing world. By creating an environment where each student has a voice and families have opportunities to engage in school activities, we will strengthen the bonds of communication to ensure success for all.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	P.S 238, The Anne Sullivan School, is a barrier-free Title 1 school with a population of 591 students in grades Pre-K through 8. We are a diverse, multi-cultural school with a student body comprised of 45% Hispanic (262), 29% White (167), 21% Asian (123) and 3% African American (19). Of the 591 students in our school, 45% (265) are ENL (English as a new language) and 18% (107) are SWD (students with disabilities). We pride ourselves in addressing the needs of all our students as we have a staff of five ENL teachers. Several of these teachers are classroom teachers who work in classes with the highest percentage of ENL students with Pre-K having a dual language class as well. The other ENL teachers provide push in or pull out instruction. Our SWD population is supported with five 12:1:1 classes, five ICT (integrated co-teaching) classes as well as SETTS push in and pull out for those students identified as less restrictive. For enrichment, we offer an accelerated 7th and 8th grade class placing these students on track to take the Algebra 1 regents in 8th grade. Both our 8th grade classes prepare to take the Living Environment regents by the end of 8th grade. This gives all our 8th grade students, in a general education class, the opportunity to leave middle school with at least 1 regents course. A staff of three assistant principals, two guidance counselors, one dean as well as our PIP and SAT teams work collaboratively to support our students both academically and social-emotionally. Our partnership with Community Counseling and Mediation (CCM) is moving into its 8th year continuing to support our students in grades 6 – 8. This afterschool program works to develop strong leadership skills while enabling for social-emotional growth. This collaboration further assists in our efforts to prepare our students for college and career. This has been evidenced throughout the years as many of our graduates have returned to intern with CCM and employing the leadership skills that they learned while students in P.S.238. As we return to the second year of full in-person learning, we recognize the necessity to address both the social-emotional and the academic needs of our students is still a priority. All students in grades K – 8 are programmed 1-3 periods per week for iReady math and reading. This adaptive math and reading program meets each child at his/her entry point thereby allowing for enrichment or remediation as needed. Students have also been scheduled for at least 1 period per week for reThinkEd which is a comprehensive K – 8 program that promotes the wellbeing of a child by developing healthy and confident learners. reThinkEd is meant to encourage self-awareness and help students with making responsible decisions and building social awareness skills. We further plan to use our Teacher Professional Development blocks for what we are calling Mindfulness Mondays. This time will be used to have our School Based Support Team (SBST) work with our teaching staff on how they can best support the social-emotional needs of the students. Technology has always been a priority at our school and we are fortunate to have interactive Smart Boards in every classroom as well as shared computer carts for student use. Our computer lab is equipped with 32 computers with computer class scheduled into many class programs. We plan to continue again with Google Classroom, as an extension of the live classroom, allowing for interaction on remote days as well as bringing students 'into the classroom' on days they may not be able to physically attend school.

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
Math	K- 8	enVisions Math (print and digitial)	NA
Math	Pre-K	Building Blocks (print)	NA
Math & ELA	K - 8	iReady (digital)	NA
ELA	K - 8	Into Reading/Literacy (print and digital)	NA
ELA	Pre-K	Units of study (print only)	NA
ELA/MATH	4 - 8	IXL Reading/Math (digital)	NA

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)
Reading Informational Text	The October 2022 iReady Reading Diagnostic indicated that 17% of the students tested in grades K - 8, were on grade level in Informational text. The May 2022 iReady Reading Diagnostic indicated that 47% of the students tested, in grades K - 8 ,were on grade level in Informational text	- complexity of text - making connections (especially for the ENL population) -study and research of various genres and their characteristics -lack of oral and written understanding of text -Remote learning was a challenge for students in ELA
Reading Proficiency All Students	The October 2022 iReady Reading Diagnostic indicated that 16% of the students (85 out of 534) were on grade level or above with 40% of the students (214) one grade level below.	- language of test -lack of identifying key literacy skills needed to be targeted -lack of oral and written understanding of text - first time test takers - gaps due to COVID -Remote learning was a challenge for students in ELA
Reading Proficiency of Students with Disabilities (SWD)	The October 2022 iReady Reading Diagnostic indicated that 54.8% (57 out of 108) SWD scored 2 grade levels below or above Additional data from the May 2022 Diagnostic showed that 46.7% (49 out of 105) met their typical annual growth goal and 28.6% (30) met their annual stretch goal.	- complexity of text - making connections ack of identifying key literacy skills needed to be targeted -Remote learning was a challenge for students in ELA

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	56%	By June 2023, as a result of a school wide focus on reading comprehension and the complexity of text, the percent of students in grades K – 8 scoring at Tier 1 and Tier 2 will increase 19 percentage points from 56% to 75% (101 students), as measured by the end of year iReady Reading Diagnostic Standard View.
Students with Disabilities	54.8	By June 2023, Students with Disabilities in grades K – 8 will increase 8 percentage points (8 students) from 54.8% to 62.8% as measured by students scoring two levels below or greater on the end of year iReady Reading Diagnostic Standard View (5-level Placement).

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			
iReady Reading Diagnostic	Tier Placement	56% of the students scored in Tier 1 or Tier 2	By November 2022, 100% of the students, present in our school will have completed the BOY diagnostic	By February 2023, 68% of the students will score at either Tier 1 or Tier 2	By June 2023, 75% of the students will score at either Tier 1 or Tier 2
iReady Reading Diagnostic	5 Level Placement	54.8%	By November 2022, 100% of the students with disabilities (SWD) present in our school will have completed the beginning of year iReady Reading Diagnostic	By February 2023, 58% of SWD will score 2 levels below or greater	By June 2023, 62.8% of SWD will score 2 levels below or greater

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	12/23/2022	Professional Development with iReady focusing on: Data chats, instructional resources, differentiating instruction. All students will be assessed using Fountas and Pinnell.
09/08/2022	01/29/2023	Students in grades K-8 programmed for 1-2 periods of iReady Reading per week. Targeted class groups will be designed and executed using the results from F and P and I-Ready.
09/08/2022	10/28/2022	Access to iReady made available to all staff in an effort to identify needs and support student progress. Report groups created giving all support teachers access to the students they teach. Targeted class groups will be designed and executed using the results from F and P and I-Ready.
10/01/2022	11/01/2022	Students will have data chats with teachers to review BOY diagnostic scores and to determine annual goal and expectations
10/01/2022	01/30/2023	IXL Reading (Grades 4 - 8) will further support students with basic reading and vocabulary skills. Students will be assigned skills based on needs assessment as noted by classroom assessments and iReady data, and F and P levels. Targeted groups will be ongoing according to need for phonics, fluency and comprehension.
10/20/2022	11/14/2022	Data from BOY iReady Diagnostic will be reviewed by teachers and administration. AIS will be created to support students in need based on this data. Targeted groups will be ongoing according to need for phonics, fluency and comprehension.
09/30/2022	01/30/2023	Impact Team meeting will focus on the strategies and skills, i.e. FIRE strategy, Mistakes Lead to Lessons. Teams will review student work using the LASW protocol and adjust strategies and protocols as needed

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/25/2023	Professional Development topics TBD based on needs of February Progress Monitoring
02/01/2023	06/25/2023	Students in grades K-8 programmed for 1-2 periods of iReady reading per week with the expectation to complete at least 1 My Path lesson per week.
02/01/2023	03/25/2023	Student/Teacher Data chats to review MOY progress. AIS will be adjusted to reflect the MOY needs.
02/01/2023	06/25/2023	IXL Reading (Grades 4 - 8) will further support students with basic reading and vocabulary skills. Students will be assigned skills based on needs assessment as noted by classroom assessments and iReady data.AIS will be created to support students in need based on this data. Targeted groups will be ongoing according to need for phonics, fluency and comprehension.

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)
09/30/2022	06/01/2023	parent workshops	N/A
11/01/2022	03/01/2023	Parent/Teacher conferences	N/A

Human Resources	administration, teachers, data specialist, educational assistants, parent coordinator
Instructional Resources	iReady and IXL Reading
Schedule Adjustments	Programming of iReady periods, scheduling small group targeted instruction in class and pull-out during the school day.
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Number Sense and Operations	The October 2022, iReady Math Diagnostic indicated that 10% (53 out of 534) students are on grade level in Number and Operations As indicated by the May 2022 iReady Math Diagnostic, 48% of the students in grades K - 8 are on grade level in the Number and Operations Doman	- Students struggle with conceptual understanding of numbers and operations (especially fractions) - As they are challenged with Informational Texts in Reading, many find it difficult to break down a math problem and determine what they are being asked to do. - Remote learning was a challenge for students in math
Overall Math Proficiency	The October 2022, iReady Diagnostic indicated that 6% (32 of 534) of the students in grades K - 8 were on or above grade level with 50% (267) one grade level below.	- Lapse in learning due to remote learning and COVID -
Math Proficiency Students with Disabilities	Data from the October 2022, iReady Math Diagnostic indicated that 37.9% (39 out of 103) are more than 2 levels below grade level May 2022 data revealed that 59.3% (64) made their annual typical growth goal and 38% (41) made their stretch goal.	- many of these students are also, ENL and are challenged by the language - Lack of foundational skills (as evidenced by their number and operations skills) - challenges 'abstract' as approaching older grades.
Geometry	October 2022 iReady Math Diagnostic revealed that 47% (262) of the students were 2 or more levels below grade level in the domain of Geometry	- domain often taught in isolation and not connected to other domains (i.e. incorporated with Number and Operations) - abstract concepts were difficult to teach during remote learning

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	76%	By June 2023, as a result of a school-wide focus on word problem comprehension, there will be an increase of 20 percentage points, from 56% to 76%, in the percent of students in grades K – 8 scoring at Tier 1 and Tier 2, as measured by the end of year iReady Math Diagnostic Standard View.
Students with Disabilities	62.1	By June 2023, Students with Disabilities in grades K – 8 will increase 8 percentage points from 62.1% to 70.1% as measured by students scoring two levels below or greater on the end of year iReady Math Diagnostic Standard View (5-level Placement).

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			
iReady Math Diagnostic	Tier Placement	56% of the students scored Tier 1 or Tier 2	By November 2022, 100% of the students present in our school, will have completed the beginning of year iReady Math Diagnostic	By February 2023, 66% of students will score at either Tier 1 or Tier 2	By June 2023, 76% of the students will score at Tier 1 or Tier 2
IReady Math Diagnostic	5-Level Placement	62.1%	By November 2022, 100% of SWD will have completed their initial iReady Math Diagnostic and will be scheduled for 1-2 periods of iReady math periods per week.	By February 2023, 67% of SWD will score 2 levels below or greater	By June 2023, 70% of SWD will score 2 levels below or greater

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Impact Team meetings will focus on instructional strategies, i.e. FIRE strategy and Passport Protocol. Teams will also review student work on regular basis utilizing the LASW protocol and revise strategies as needed.
09/08/2022	01/28/2023	Students in grades k-8 programmed for 1-2 periods of iReady math per week and be required to complete at least 1 My Path lesson per week.
09/08/2022	01/30/2023	Access to iReady made available to all staff in an effort to identify needs and support student progress. Report groups created giving all support teachers access to the students they teach.
10/03/2022	10/31/2022	Students in grades K - 8 will have had data conferences with their teachers to review the BOY diagnostic results and to set their goals for the year.
09/09/2022	01/31/2023	IXl Math will further support the basic math skills for students in grades 4 - 8 (with extra support for SWD in grades 6 - 8)
09/09/2022	10/09/2022	IXL math PD (as needed) for teachers in grades 4 - 8. Additional PD to include Educational Assistants for SWD.
11/01/2022	12/23/2022	Impact Team will work on revision of units of study to better incorporate Geometry lessons into appropriate units of study.

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	06/25/2023	Professional Development topics TBD based on needs of February Progress Monitoring
02/01/2023	03/01/2023	Students in grades k-8 will have data conferences with their teachers to review MOY diagnostic progress
02/01/2023	06/25/2023	IXl math will continue to support the basic math skills for students in grades 4 - 8 (with extra support for SWD in grades 6 - 8)
02/12/2023	06/26/2023	Impact Team meetings will continue to focus on instructional strategies, incorporating new strategies as needed. Teams will continue to review student work on regular basis utilizing the LASW protocol and revise strategies as needed.

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)
09/30/2022	05/31/2023	Parent workshops	n/a
11/01/2022	03/01/2023	parent teacher nights	n/a

Human Resources	Administration, teachers, educational assistants, parent coordinator
Instructional Resources	iReady, IXL Math
Schedule Adjustments	Programming of iReady periods for all grades; scheduling for Impact Team meetings
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)
Personal Attention and Support	DESSA screener administered in 2021 overall composite score for typical and strength for school was 87%. Spring DESSA screener administered in 2022 showed an increase overall to 93%	Due to Covid pandemic, many students and staff suffered with a lower than average score on various SEL screeners (DESSA and Rethink)
Classroom Behavior	2021-2022 Data trends TBA	Due to lack of in-person instruction, students had suffered from lack of social awareness and group norms that had to be re-introduced and reinforced schoolwide.

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

Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Physical & Mental Wellness	93	By June, 2023, practices related to Social-Emotional Support will improve 2%, from 93 to 95, as measured by DESSA screeners, resulting in improved Physical & Mental Wellness.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
reThink Ed scale assessments	assessment responses	55%	By November 2022, there will be a 3% positive increase from initial survey responses based on ReThink Ed assessment data on showing student increased social emotional growth based on social awareness and self esteem.	By 2/23, there will be a 5% positive increase from the initial survey responses based on ReThink Ed assessment data highlighting Awareness of Self and Others and Social Skills	By June 2023, there will be a 15% positive increase from the initial survey responses based on NYC Learning Environment Survey data in areas of Improved Safety and Restorative Approaches.

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?)
09/27/2022	01/27/2023	Online assessments, professional development using ReThink and Beable weekly grade team check-ins using virtual communication logs, Inquiry/impact team meetings that will monitor and revise strategies that are practiced in vertical and horizontal alignment
09/08/2022	01/30/2023	Students programmed for 2 SEL periods per week
10/20/2022	12/23/2022	SEL focus on Career Choice Layered Curriculum Project. Introduction and initiation of the Beable program to support career choice and civics for 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?)
02/15/2023	06/27/2023	Online and in person assessments, professional development using reThink Ed, weekly grade team check-ins using virtual communication logs. Inquiry/impact team meetings that will monitor and revise strategies that are practiced in vertical and horizontal alignment
02/15/2023	06/27/2023	Online and in person assessments, professional development using reThink Ed, weekly grade team check-ins using virtual communication logs. Inquiry/impact team meetings that will monitor and revise strategies that are practiced in vertical and horizontal alignment. Sharing of best practices and scheduling inter-visitations
02/15/2023	06/27/2023	Online and in person assessments, professional development using reThink Ed and the Beable program, weekly grade team check-ins using virtual communication logs. Inquiry/impact team meetings that will monitor and revise strategies that are practiced in vertical and horizontal alignment. Sharing of best practices and scheduling inter-visitations.

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)
09/27/2021	06/27/2022	STEM program	CCM
09/27/2021	06/27/2022	CBO (CCM) activities along with school afterschool programs and during school SEL/advisory development	CCM/reThink Ed/Beable

Human Resources	administration, teachers, educational assistants, SBST
Instructional Resources	ReThinkEd, Beable program
Schedule Adjustments	program periods allowed for STEM and reThinkEd/Beable
Other Resources Needed	TBD

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)
Overall Chronic Absences	May 2022 attendance data reveals that of the 530 students in grades K - 8, 149 (28%) have been identified as chronically absent.	> Parental concern with COVID
Chronic Absences (subgroup)	May 2022 attendance data reveals that of the 111 students in grades 6 & 7, 39 (35%) have been identified as chronically absent. Further data reveals that 23 out of 60 (38%) students in 7th grade and 16 out of 51 (31%) students in grade 6, fall into the chronically absent category.	>Adapting back to school post COVID >Students lack stamina and understanding of what is expected -Remote learning contributed to a lack of student engagement

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	35	By June, 2023, Chronic Absenteeism for students in grades 7 & 8 will decrease 5 percentage points, from 35% to 30%, as measured by School Attendance Data.

Progress Measures and Targets

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

number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Student Attendance Report	Combined absent rate for students in grades 7 & 8 (grades 6 & 7 June 2022)	35%	By the end of November 2022, we will have at least one virtual and/or live parent workshop stressing the importance of attendance and its correlation to academic success.	By February 2023, at risk chronic absenteeism will be reduced to 31%	By June 2023, 27% will be identified as chronically absent

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	11/30/2022	Attendance goals and action plan created with at risk students with the assistance of school guidance counselors and attendance team
09/08/2022	01/27/2023	School Attendance Committee (APs, Guidance, Teachers, Educational Assistants & Family Coordinator) will be created to support students and families throughout the school year.
09/08/2022	11/27/2022	At least 2 parent workshops for grades 7 & 8 to address the attendance needs unique to these grades. Targeted student meetings for middle and high school applications
09/08/2022	01/27/2023	Virtual assessment communication logs and staff weekly outreach to address targeted students who indicate attendance concerns. Attendance team meetings.
09/08/0022	01/27/2023	SEL focus-Focus on SEL-explicit instruction to teach SEL competencies and skills related to the student's infraction, such as responsible decision making and self-management. Introduction of the Beable program to support student career choice aligned social emotional abilities and transitional skills.
11/01/2022	01/30/2023	Students determined to be at risk, will be targeted for intervention with attendance committee and will be surveyed to determine possible causes for frequent absences and support these deficiencies through the support of assigned mentors.
10/01/2022	01/30/2023	Mentoring Through Sports, an outside vendor, will work with at risk students focusing on setting goals, sports, resorative circles, stress management, coping skills and de-escaling strategies.

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	03/01/2023	Mid year follow up and celebration of attendance mid-year goals
02/01/2023	06/26/2023	Parent meetings with at-risk students and ongoing attendance team meetings with targeted support.
02/01/2023	06/26/2023	Daily phone calls and outreach made by team of school staff (teachers, AP, Attendance Coordinator, Parent Coordinator)

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	11/30/2022	parent meetings with at risk students	CCM
09/08/2022	06/26/2023	CCM support for MS students	CCM
11/01/2022	03/01/2023	parent/teacher conferences	n/a

Human Resources	administration, teachers, educational assistants, family coordinator, attendance coordinator, social worker
Instructional Resources	Rethink/Beable/, Community, Counseling and Mediation Program
Schedule Adjustments	Scheduling of REthink and Beable support curriculum for grades 5- 8. Time allowed for student conferences and celebrations.
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)
ELA assessment Data	May 2022 iReady Reading Diagnostic indicates that 37.9% of SWD (40 out of 105 tested) scored more than 2 years below grade level. Additional data showed that 46.7% (49) met their typical annual growth goal and 28.6% (30) met their annual stretch goal.	Students at a lower literacy level, learning disabilities, newly admitted ENL students
Math assessment Data	> May 2022 iReady Math Diagnostic indicated that 32.9% of SWD (35 out of 108) are more than 2 levels below grade level. > Digging deeper, data revealed that 67% of SWD in grades 6 - 8 (31 out of 46) are more than 2 levels below > Further data revealed that 59.3% (64) made their annual typical growth goal and 38% (41) made their stretch goal.	- Understanding the language of the test. - their foundational skills needed targeted Tier One and Two interventions
Chronic Absenteeism	May 2022 attendance data reveals that of the 111 students in grades 6 & 7, 39 (35%) have been identified as chronically absent. Further data reveals that 23 out of 60 (38%) students in 7th grade and 16 out of 51 (31%) students in grade 6, fall into the chronically absent category.	Lack of resources of monitoring in-person attendance during pandemic, improvement needed in teacher engagement

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	85	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Documentation and implementation of recommended programs and services. by Increase 10 Percentage Points, from 85% to 95, as measured by Program Service Report, SESIS Attendance.
All Students with Disabilites	85%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilites, we will improve Development of appropriate post-secondary goals and services aligned to student management needs. by Increase By 10%., from 85%% to 95%, as measured by IEP reviews.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data September 2022	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Program Services Report, Student Attendance in SESIS	Program Services Report	September 2022	Program Services Report showing an increase of 5% points in compliance	Program Services Report showing an increase of 10% points in compliance	By June 2023, there will be an increase to 95% compliance data through the related services report and provider attendance data.
IEP reviews	IEP reviews, Ed Benefit assessment	September 2022	IEP review feedback showing a 5% increase in post secondary goals and services	IEP review feedback showing a 10% increase in post secondary goals and services	IEP review feedback showing 95% compliance with alignment of post secondary goals and services implemented throughout a students IEP.

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Bi-monthly PPT/SIT meetings, AP review and oversight of IEP program and service adjustments
09/08/2022	06/28/2023	Develop appropriately rigorous standards-aligned annual goals infused with post-secondary needs.	Weekly Special Education Team meeting check-ins/ grade team meetings/ Goalbook professional development
09/08/2022	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	Bi-monthly PPT/SIT meetings
09/08/2022	06/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Montly review of Audit Logs and attendance
09/08/2021	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]	Monthly IEP Transition Reviews
09/08/2021	06/28/2023	Conduct IEP meetings within specified compliance dates	Monthly annual /triennial review checks
09/08/2021	06/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Bi Weekly PPT/AIS SIT team meetings

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/26/2023	parent workshop about IEPS and post-secondary needs	N/A
09/13/2022	06/26/2023	parent outreach and workshops involving modeling of student appropriate social emotional skills	N/A

Human Resources	administration, IEP teachers, SBST, educational assistants
Instructional Resources	Rethink, DESSA resources, Goalbook
Schedule Adjustments	weekly programming of PIP meetings, additional programing as needed
Other Resources Needed	n/a

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

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in

Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 and 3	Intervention logs, teacher recommendations, parent request.	AIS supports utilizing break out rooms for small group, push in or pull out classroom setting.	small group instruction, one to one, tutoring	during the school day	Yes & No
TIer 2 & 3	Scores on diagnostic (Reading and/or Math), Results from F and P assessments	iReady Targeted lessons and strategies, Fry word targeted instruction, Words their Way, Focus Math	small group, one-to-one, tutoring	during the school day	Yes
Tier 2 & 3	Math and/or reading placement	Imagine Reading or Math. Fry word targeted instruction, Words their Way, Focus Math Intensive	small group, one-to-one, tutoring	during the school day	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 & 3	intervention logs, PPT/AIS meetings, PIP plans, parent and/or teacher requests	reThinkEd, Beable,	small group	during school	Yes
Tier 2 & 3	intervention logs, PPT/AIS meetings, PIP plans, parent and/or teacher requests	Guidance or SBST	small group, one to one	during school	No
Tier 2	intervention logs, PPT/AIS meetings, PIP plans, parent and/or teacher request, student request	peer mentoring	small group	during school	No
Tier 2 & 3	intervention logs, PPT/AIS meetings, PIP plans, parent, teacher or student request	CCM support for students in grades 6 - 8	small group	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**.

Identify the number of Students in Temporary Housing who are currently attending your school. 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.	37 (3 in a shelter)

Describe the services you are planning to provide to the STH population.	- Guidance/SBST Support - school supplies - ReThinkEd (for social/emotional support), Beable for career and civics supplemental support.

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

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students
P.S. 238, the Anne Sullivan School, will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

P.S. 238, the Anne Sullivan School, 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:	21
Borough:	Brooklyn
School Number:	238

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	Harla Musoff Weiss
Assistant Principal	Karen Siegelman
Coach	Janet Halperin
Coach	
English as a New Language (ENL)/Bilingual Teacher	Tricia Nakleh
School Counselor	Karen Silverman
Teacher/Subject Area	Margaret Cleary Special Ed/Math
Teacher/Subject Area	
Parent	Ali Fakih
Parent Coordinator	Gwendolyn Wright
Related-Service Provider	Jeanette Gutwein

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	551
Total number of current ELLs at your school:	268
Total percentage (%) of current ELLs at your school:	49%
Total number of former ELLs at your school:	55
Total percentage (%) of former ELLs at your school:	10%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE				0													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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	For the standalone ENL component, a licensed ENL teacher groups the ELL students at the entering and emerging levels of proficiency by grade for grades kindergarten, one and two. For grades three through eight, the standalone ENL component consists of students at the entering and emerging levels from two contiguous grades.
Integrated English as New Language (ENL)	For the integrated ENL program, a licensed ENL teacher co-teaches with a licensed common-branch or content area teacher, primarily in the content area of ELA. All ELLs, regardless of proficiency level, are provided with 180 minutes of integrated ENL per week. Students are grouped heterogeneously.

Bilingual Education (If applicable)
 	
    ■ Transitional Bilingual Education (TBE) program
    ■ Dual Language (DL) program
	N/A

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?	Once the NYSESLAT and NYSITELL results have been analyzed, at the beginning of the school year, ELL student proficiency levels determine the instructional minutes they will receive. As per CR Part 154.5, students at the entering and emerging levels receive 180 minutes of integrated ENL in the content area of ELA, and an additonal 180 minutes of standalone ENL. Students at the transitoning and expanding level receive 180 minutes of integrated ENL in the content area of ELA, or a combination of ELA and Science, Social Studies and Math. Please note that all students, regardless of ELL status, receive at least 270 minutes of ELA instrucion per week.

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	74% of our ELLs are Newcomers. None of our newcomers are SIFE students. Effecticve services for Newcomers include ensuring that students develop both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) in an accelerated manner. For those students with less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual cues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books and read alouds. As students progress beyond their first year of English acquisition, instruction is scaffolded in order to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development. A key instructional technique is the establishing of routines and rituals through repetition. Language development for Newcomers includes listening, speaking, reading and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. Oral language development is another key focus when instructing newcomers, while there is less of a focus on these skills for developing and long-term ELLs.

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 comprise 7% of our total ELL population, while developing ELLs comprise 19%. Effective strategies for developing ELLs builds upon the foundations laid in the previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas.We utilize alternate texts, hands-on activities, visuals and manipulatives to promote critical thinking. Long-term ELLs receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	10% of our students are former ELLs. A small number of these students are provided with small-group learning 90 minutes per week, while most receive 90 minutes of integrated ENL per week.
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?	We had 261 students take the 2022 NYSESLAT. The following is a breakdown of how the students scored: Commanding: 43 Expanding: 104 Transitioning: 74 Emerging: 34 Entering: 6 52% of our students increased one or more proficiency level. 35% stayed at the same proficiency level, while 13% moved down one proficiency level. The majority of students scored in the higher proficiency levels, while only 15% scored in the lowest two proficiency levels. Across the proficiency levels, more students are proficient in listening and speaking than they are in reading and writing. The overall trends show that the ELL students at the Transitioning and Expanding level tend to do well in speaking and listening but that there are some deficiencies in their reading and writing performance.
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?	Generally, ELLs tend to perform better on the NYSESLAT than they do on the state ELA exam, though we have had a small number of ELLs attain Commanding status by scoring Expanding on the NYSESLAT and a level three or four on the NYS ELA Exam. Our ELL population tends to perform at or below the level of their non-ELL classmates on the NYS ELA and Math Exam. Of the 261 ELL students who took the 2022 NYSESLAT, 56% scored at either the commanding or expanding proficiency level. This trend was not reflected in ELL performance on the ELA, Math and Regents assessments, as evidenced by the data below. The ELLs in grades 3-8 who took 2022 NYS ELA Exam scored as follows: level 1: 49, level 2: 48, level 3: 16 and level 4: 2 The ELLs in grades 3-8 who took 2022 NYS Math Exam scored as follows: level 1: 88, level 2: 25, level 3: 10 and level 4: 5 In addition, all general education students in grade eight took the 2022 NYS Living Environment Regents, including several ELL students. Of the ten ELL students who took this exam, one passed. Our accelerated eighth grade class also took the 2022 NYS Algebra 1 Regents, including four ELL students. Two of the four students passed the Regents exam.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	At-risk ELLS need multiple opportunities for oral discourse. Additional work on phonics and phonemic awareness are needed due to masks and the inability to see teacher modeling pronunciation.Research shows that attendance has a tremendous impact on student achievement. The Covid-19 pandemic greatly impacted student attendance. Remote learning often meant students not logging on to their classes or not being fully engaged as they would be in a regular classroom. Students, including ELLs, with poor attendance do not perform at the same level as students who attend school regularly. For the 2021-2022 school year, our attendance rate, like many other schools around the country, did not return to pre-pandemic levels. Our attendance team developed outreach and action plans to address this deficiency. Further information can be found in our school's CEP.
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?	The most commonly spoken home languages of our ELL population are Spanish and Russian. We have multiple staff members who are fluent in these languages. These bilingual staff members assist in working with these ELL students and providing translation services when needed. There is also a sizable group of ELLs that speak Uzbek, Tadzhik, Urdu and Georgian. The staff has received training on Cultural Responsiveness and there is a school-wide effort to support communication and practices that value students' home languages and cultures. During the covid-19 pandemic, we quickly transitioned to using technology that enabled us to provide home language support to ELL students through the use of Google translate and immersive reader. There are also several software programs we use at our school that provide native language support, including iReady, Imagine Learning and Newsela.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	The ELLs at our school come from an array of racial and ethnic backgrounds, including Mexican, Russian, Uzbek, Tajik and Pakistani. As stated above, our staff has participated in CR-SE training sessions in an effort to provide a more open and inclusive learning environement for all students. We have adopted a few school-wide protocols that have come out of the CR-SE framework, including the Passport Paraphrase Protocol, which fosters student academic discourse in the classroom, while emphasizing that all students have a voice and that their ideas are valued. This strategy is a great way to foster speaking and listening skills for ELLs and for them to hear language modeled for them. ELLs make up half of our school population, so they are always at the forefront of our planning and delivery of instruction. Our academic programs include ELL modifications that enable ELLs to access grade-level content with support.

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?	At present, we do not have any SIFE students. Of our 268 ELL students, 56 have IEPs. 198, a significant majority of our ELLs, fall in the 0-3 years category. 52 ELLs have 4-6 years of service and 19 have seven or more years. Of the 19 long-terms ELLs, 10 have IEPS. It is difficult for them to attain proficiency on the NYSESLAT, particularly since the test increases in difficulty with each grade band and these students often do not read or write on grade level due to their disabilities.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Given that ELLs make up half of our school population, they are always at the forefront when we are designing and planning instruction. The ILT team works together to create opportunities for ELLs to participate in academic discussions and creating units of study that include multiple opportunities to learn and use academic language. The ILF team then turnkeys this information to the rest of the staff so that it becomes a school-wide effort. All teachers work on building background knowledge, creating opportunites for conversation, and ensuring students are engaged. Multiple opportunities to learn and internalize new information and language are provided through engagement with technology.
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.	As we transition away from the Common Core towards the Next Generation Learning Standards, we have adopted new academic programs that are Next Gen aligned. Our reading programs are Into Reading for K-5 and Into Literature for grades 6-8. These programs include ELL components that provide scaffolds for ELL students. Given that our integrated ENL program primarily takes place during ELA instruction, the ELL teachers modify the curriculum in order to create opportunities for their students to access the content, foster language development so that our students can meet grade level expectations. The language of instruction is English, though native language supports is provided when appropriate. During standlone ENL instruction, the ELL teachers build on the instruction that takes place in students' classrooms, in order to provide additional opportunities to engage with the material in a smaller group setting.
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.	The pandemic forced students and staff alike to use technology more than ever before. Though we have been back in-person for the 2021-2022 school and will continue into the 2022-2023 school year, access to technology continues to expand. All of our students have a personal device for use both at home and in school. We utilize iReady, Newsela, IXL, BrainPop and Prodigy with our student population and will continue to do so as these resources proved to be invaluable for targeted differentiated instruction and building reading comprehension for our ELLs. These programs also offer native language support in some commonly-spoken languages. ELLs in grades three through eight at the entering or emerging level of proficiency are given licenses to the Rosetta Stone program. This language-building software provides each student with a personalized track of lessons designed to accelerate English language development. All students K-8 have iReady licenses in both reading and math and are provided with a personalized learning path designed to target areas of deficiency. For science, we use Amplify for grades K-5 and Inspire for grades 6-8. For Social Studies instruction, our school uses Passport. Envision Math is used school-wide. The reading programs are discussed in the previous section. These programs are Next Gen-aligned and include ELL components in order to provide opportuntities for our ELLs to access grade level content. ELLs with IEPs use the same instructional programs as the rest of the school population. Their teachers utilize both ELL strategies and IEP instructional recommendations in order to provide instruction in all content areas. We have adopted a few school-wide protocols that have come out of the CR-SE framework, including the Passport Paraphrase Protocol, which fosters student academic discourse in the classroom, while emphasizing that all students have a voice and that their ideas are valued. This strategy is a great way to foster speaking and listening skills for ELLs and for them to hear language modeled for them.
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?	IEP students are provided with the same materials as general education students. IEP goals and mandates are followed as stated. Student materials are modified accordingly. There is an emphasis on meeting each student at their individual entry point. Students are provided with modifications which enable them to access learning materials through executive functioning methods. ie larger print, smaller chunks of print, pre-teaching, modification of assignment, used of color to identify important vocabulary.

Know Every Student Well

SCREENERS	
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?	We use iReady in reading and math, school-wide in grades K-8, including all ELLs. The baseline data from the initial assessment allows teachers to target areas of deficiency, create instructional groups and assign individual students lessons that will help them improve their overall performance. Students take benchmark tests during the year in order for teachers to monitor progress and adjust instruction. All students in grades K through eight take the Fountas and Pinnell reading assessment multiple times throughout the school year in order to determine and track their reading levels and place the in appropriate instructional groups. For the 2021-2022 school year, we used the Acadience reading screening assessment for early childhood grades. This assessment is designed to identify students development of literacy skills. The data from this assessment allowed teachers to plan instructional groupings of their students and to hone in on specific areas to target during literacy instruction. Acadience was received positively and enthusiastically by our early childhood teaching staff and we will continue to use it in the 2022-23 school year.
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.	ELL students will continue to engage in online programs such as iReady reading and iReady math (all students K-8) to support intervention. These programs self-adjust to the students' instructional levels. Teachers check the student's data and create small, targeted instructional groups. Teachers in grades Pre-K through three use Readworks, Article of the Day. This article exposes students to new expository learning daily. Students are given opportunities to engage in oral discourse and to respond in their individual Book of Knowledge. Teach Hub has adjusted these lessons to include scaffolds for our ENL students. It is the culture of our school to engage in these lessons daily. When opportunity arises, ENL students are invited to work with the AIS teacher in various content areas. Additionally, teachers add special applications that translate the current work into the student's home language. We have several groups of students, across the grades, who have been identified as needing reading intervention. These students participate in the Spire Reading Intervention program two to three times per week. This program has an online component which allows us to target both remote and in-person learners.
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.	Our school uses multiple data sources to inform RTI instruction, allowing us to group students according to their instructional needs and levels. The data sources include, but are not limited to Fountas and Pinnell reading levels, iReady assessment results, Into Reading/Into Literature assessment data, classroom assessment data, as well as student performance on state exams and NYC Performance Assessments. Our RTI program enables us to determine whether students are benefitting from an instructional program within a reasonable time and build more effective instructional programs for students who are not benefitting. In addition, we continually monitor student data throughout the school year to determine if RTI instruction needs to be adjusted or modified, allowing us to compare the efficiency of different forms of instruction and design more effective, individualized instructional programs for the purpose of increasing educational opportunities for ELL students.

FORMATIVE 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?	We utilize iReady in ELA and Math for grades K-8 in order to determine areas of need for all students, including those of our ELL population. These assessments are given three times over the course of the school year. All students in grades K through eight take the Fountas and Pinnell reading assessment multiple times throughout the school year in order to determine and track their reading levels and place the in appropriate instructional groups. In addition, Acadience is given to students in grades K-2.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the NYSITELL. This is done to determine the language dominance of these ELLs.
SUMMATIVE 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).	All ELLs take the NYSESLAT and the NYS Math and Science Exams. Most ELLs, except for first-year ELLs, take the NYS ELA. Generally, ELLs tend to perform better on the NYSESLAT than they do on the state ELA exam, though we have had a small number of ELLs attain Commanding status by scoring Expanding on the NYSESLAT and a level three or four on the NYS ELA Exam. Our ELL population tends to perform at or below the level of their non-ELL classmates on the NYS ELA and Math Exam. Of the 261 ELL students who took the 2022 NYSESLAT, 56% scored at either the commanding or expanding proficiency level. This trend was not reflected in ELL performance on the ELA, Math and Regents assessments, as evidenced by the data below. The ELLs in grades 3-8 who took 2022 NYS ELA Exam scored as follows: level 1: 49, level 2: 48, level 3: 16 and level 4: 2 The ELLs in grades 3-8 who took 2022 NYS Math Exam scored as follows: level 1: 88, level 2: 25, level 3: 10 and level 4: 5 Post-pandemic, there is a nationwide trend of students, in general, performing below standard in math. As compared to the ELA, our ELLs performed better in ELA than they did math. In addition, all general education students in grade eight took the 2022 NYS Living Environment Regents, including several ELL students. Of the ten ELL students who took this exam, one passed. Our accelerated eighth grade class also took the 2022 NYS Algebra 1 Regents, including four ELL students. Two of the four students passed the Regents exam. Being that we are required to use Next Generation-aligned curricula, we are supplementing these programs with iReady, which targets students' individual areas of deficiency. In addition, ELLs will also have access to the Rosetta Stone program, which accelerates language learning. This is being done in an effort to better equip our ELL students with the tools needed to participate in grade-level curriculum.
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.	The NYSESLAT speaking test is administered by licensed ENL teachers as well as two other licensed pedagogues who have been trained in the administration of the speaking test. The main NYSESLAT administration (listening, reading and writing) is given by a combination of ENL teachers and classroom teachers. All teachers involved in the administration of the exam receive training from the ELL coordinator. The exam is scored by a group of teachers consisting of licensed ENL teachers, as well as two other licensed pedagogues who are licensed in special education. The head of the scoring team attends the district NYSESLAT scorer training. The training is then turn-keyed to the other members of the scoring committee. In addition, all teachers who score the NYSESLAT use the scoring training materials provided to schools by Metritech. All efforts are made to avoid disrupting instruction and services for F-ELLs and ELLs during the testing period. Office hours and other non-instructional times are used for training and scoring. Test administration takes place in the mornings so that afternoons can be used for instruction.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	The ELL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Native language support is provided, where necessary, through the use of bilingual paraprofessionals, bilingual glossaries and dictionaries, and native-language literature. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-performing students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness. Technology used to support ELL-SWD's includes, but is not limited to: BrainPop, Math and Reading IXL, iReady, Google Classroom, Google Forms, Google Translate, Readworks, etc.
b. SIFE	Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ENL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ENL instruction, and provided with remedial instruction, wherever necessary. The curriculum is adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency. Please note that we do not currently have any SIFE students.
c. Newcomer	Newcomers who have been enrolled in our school for zero to three years comprise 69% of our total ELL population. It is therefore necessary to implement a rigorous academic ENL program, ensuring that students develop both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, audio support when using technology, the building-wide passport paraphrase protocol and art projects. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages, including bilingual glossaries and dictionaries, translated student articles, native-language books. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts, grasp the content and meaning from the various alternate texts and authentic materials infused by ENL teachers into instruction. Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.
d. Developing	ELLs who have received four to six years of English language instruction comprise 24% of our total ELL population. For these students, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and various vocabulary activities enhances students' academic language acquisition and proficiency.

e. Long Term	The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long- Term ELLs. While our Long-Term ELL population makes up only 7% of our total ELL population, these students receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency. It should be noted that 11 out of the 19 students in this category are students with disabilities. It is therefore necessary that the ENL teacher work with the classroom teacher in order to meet the unique learning needs and goals of these students. These students are given more time on task and are provided with instruction that has a strong foundation in literacy, writing and academic vocabulary development.
f. Former ELLs up to two years after exiting ELL status	Former ELLs receive a minimum of 90 minutes per week of small group instruction or integrated EN. During group instruction, students are able to review and revisit content areas that has recently been covered in their core subject areas. In this small group setting, teachers can better assist these students and correct and misunderstandings or misconceptions.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the NYSITELL. This is done to determine the language dominance of these ELLs. Students in the ENL program who are literate in their home language are provided with subject-specific bilingual glossaries, bilingual dictionaries, translated materials and native language books, when available and appropriate. When using technology and online activities, immersive reader is available to translate and read texts aloud to students in their native language.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	Our grade seven students, including ELLs are given Greek language classes. In an effort to encourage the study of language and possibly attain the NYS Seal of Biliteracy, we recommend all of the students in these classes to continue learning and interacting with the language once in high school.

21st Century Adult Learning

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.	For the 2021-22 school year, we embarked on a new mindfulness program called REthinkED. This is a weekly adult learning program where staff learn mindfulness strategies for both themselves and their students. This was followed up in the classroom with all students, in partnership with our guidance staff. We also have a partnership with Kingsborough Community College that allows staff to participate in learning sessions around suicide prevention, social and emotional intelligence and mindfulness. The ILT team works to create opportunities for ELLs to participate in academic discussions and design units of study that include multiple opportunities to learn and use academic language. The ILF team then turnkeys this information to the rest of the staff so that it becomes a school-wide effort. These efforts from the 2021-22 school year will carry into the 2022-23 school year. Additional professional development information will be added to this section in the fall of 2022.
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).	Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifeen percent (15%) of the required professional development hours for all teachers must be dedicated to language acquisition, including a focus on best pracices for co-teaching strategies and integrating language and content instruction for English language learners. For all English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practces for co-teaching strategies and integrating language and content instruction for English language learners. To this end, we will be implementing a professional development plan for our staff that ensures they are equippped with the tools needed for ELL academic success. Topics to be addressed include, but are not limited to; the ELL identification process, NYSITELL, NYSESLAT, co-teaching strategies for ELLs, language development strategies, scaffolding instruction for ELLs, building academic language, and RTI instruction for ELLs, and unpacking the Next Generation Standards for ELLs.

Strong Family-Community Ties

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.	We have weekly parent engagement time where staff members communicate important informaton to parents, including information about how to navigate Google classroom and other software programs, including Rosetta Stone. Our parent coordiantor holds monthly parent meetings and informational sessions, where parents can learn how to best help their children in school and how to allow their children to make mistakes and work through them in order to internalize information.We also teach adult skills, such as how to complete an application.
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.	We offer annual meetings to the parents of all ELL students. At these meetings, the following topics are discussed: the goals of the ELL program, the student's progress in language development, their current language proficiency assessment results and language development needs across the content areas. These meetings have been held mostly remotely this school year and will likely continue to be conducted in this manner. Translators are provided when needed, utilizing either a bilingual staff member or the over-the-phone interpretation line. Parents are provided with an agenda for the meeting, along with their child's NYSESLAT Individual Score Report. Attendance sheets are maintained by the ELL staff and copies will be placed in students' cumulative records.

Additional Information

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.	.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Through our weekly grade team meetings, there is a constant line of communication between teachers, administrators and guidance staff. When we transitioned to remote learning at the onset of the pandemic, we instituted a virtual mentor program for all students, including ELLs. Any student flagged as needing support gets virtual tutoring or mentoring sessions. The staff collaborate on a shared virtual mentor notes document, where we can articulate best practices and strategies that have helped a particular student and track parent outreach and student progress. We plan to continue the virtual mentors program in the future. We offer the CCM (Community, Counseling and Mediation) program to all students in grades 6-8, including ELLs. This after school program runs every school day, from September through June and offers small group instrucion, homework help, test pracice, sports, art, music and dance.
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.	All of our certified ENL teachers are trained in the ELL identification process. They are responsible for ensuring that all students go through the process within 10 school days (20 for students with IEPs). Our pupil accounting secretary knows to reach out to any of these trained pedagogues whenever we have a new student being enrolled. The 14 point process outlined in the next section is followed and all paperwork is kept in a file maintained by the ELL Coordinator.

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
Fern	Rossi	Fern Rossi	2020	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
Gwendolyn	Wright	Parent Coordinator
Joann	Soto	Social Worker

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	5	0.49	6	0.58
Arabic	14	1.36	15	1.46
Chinese	6	0.58	7	0.68
French	0	0	2	0.19
Georgian	28	2.73	29	2.83
Italian	2	0.19	1	0.1
English	330	32.13	298	29.04
Polish	4	0.39	5	0.49
Romanian	2	0.19	2	0.19
Russian	167	16.26	170	16.57
Spanish	344	33.5	346	33.72
Tajik	17	1.66	22	2.14
Urdu	48	4.67	64	6.24
Ukrainian	4	0.39	4	039
Uzbek	56	5.45	55	5.36

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
Russian	5	5
Chinese	4	4
Arabic	3	3
Tajik	1	1
Urdu	3	3
Spanish	10	10
Hebrew	3	3
Bengali	1	1
Italian	2	2

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: ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school.	We use the ATS reports to determine language needs of parents along with the HLIS and student emergency cards. This year we will use the OPeroo Virtual Blue cards in addition to the paper format. Operoo will enable us to communicate with parents in their home language. Additionally, we use Class Dojo in PreK-3 classes as a means of communicating in the preferred preference.

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.
Testing memo	September/March/April	We translate using staff members and computer translation programs
School calendar	Monthly	Translates on the DOE site using a pull down menu
Blue Cards	September	We are using Operoo as a system for collecting personal information-translated on site.
Parent Teacher notices	November/March	We translate using staff members and computer translation programs
Parent Outreach	bi-weekly	We translate computer translation programs
Professional Development	as needed	We translate using staff members and computer translation programs
Parent English Class	as needed	We translate using staff members and computer translation programs

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.
Curriculum Night	September	We translate using staff members, computer translation programs and the over-the-phone interpretation line.
Student performances	As needed	We translate using staff members, computer translation programs and the over-the-phone interpretation line.
Parent Teacher Conferences	November/March/May	We translate using staff members, computer translation programs and the over-the-phone interpretation line.
Select a HS	November	We translate using staff members, computer translation programs and the over-the-phone interpretation line.
Town Halls	Throughout the school year.	We translate using staff members, computer translation programs and the over-the-phone interpretation line.

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..)	Phone relay message in preferred language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Ask staff member who shares the same language to make a personal phone call. Use the over the phone interpretation line to contact parents.
(C) If a parent has an emergency and needs to contact the school.	Ask staff member who shares the same language to translate the phone call. If no staff member is available, we utilize the over the phone interpretation line.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Distributed through the handbook at the beginning of the school year
Over-the-Phone Interpretation Desk Aid	Telephone number on school website
Language Access Handbook	Available at the front desk
T&I Unit InfoHub Link	Provided to the staff in the beginning of the school year
Staff Handbook	Handbook is distributed via staff email

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).	We have a variety of interpretation services, in the school, we offered personal interpretation as we have many multi-language professionals who are willingly support our parents. We have several apps and programs available for interpretation. Phone translations are provided through the DOE translation unit and our staff.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ 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	We have a translated signs posted throughout the school and especially in the main entrance and the main office. Parents are greeted by secretaries who address language needs. Initially they use translation apps. If more detailed translation is needed we enlist the support of staff members who share the same language. Parent messages are translated via an app on the computer. During initial meetings with parents, teachers share translation with parents and the school also uses Class Dojo in many grades to communicate with parents.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	We use the Parent Survey in the Language Access Handbook.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	We reflect on the feedback and adjust our procedures if necessary.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

<u>DIRECTIONS:</u> 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:	P.S. 238 The Anne Sullivan School
DBN:	21K238
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	100
Total # of teachers in this program:	5
# of certified ESOL/Bilingual teachers:	5
# of content area teachers:	0
Describe the direct instruction supplemental program here and include the ■ 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	For the 2022-2023 school year, we will be instituting an after-school program for ELLs in grades 1-8. This program will take place Wednesdays and Thursdays from October through March. Each session will meet from 2:25-3:25 pm for one hour. There will be five licensed ENL teachers working the program. Our after school program aims to supplement the daily instruction recieved by ELLs and to further their language development. The language of instruction will be English. For students at the entering and emerging levels of proficiency, we will be purchasing licenses for the Imagine Learning English software program to be used in the after school program. This program is highly engaging and allows for differentiation and targeted instruction. Students will engage with the program and also with small groups through live instruction with the ENL teacher. In addition, students at all proficiency levels will engage with BrainPop and Brain Pop ESL during remote after school. Brain Pop is a great visual and highly engaging resource that enhances the content area instruction that students engage with during the school day. Teachers will design engaging language learning activities around BrainPop, focusing on vocabulary and writing development. Home language support will be provided to ELLs through the use of language buddies, where available. In addition, ELL students will be provided with bilingual glossaries to use throughout the school day. They will be instructed to utilize these learning tools with them to the after school program, as well. Student attendance and program notification in parents' preferred languages will be maintained by the teacher working the program.
Rationale	For the 2022-2023 school year, we will be instituting an after-school program for ELLs in grades 1-8. This program will take place Wednesdays and Thursdays from October through March. Each session will meet from 2:25-3:25 pm for one hour. There will be five licensed ENL or bilingual teachers working the program. Our after school program aims to supplement the daily instruction recieved by ELLs and to further their language development. The language of instruction will be English. For students at the entering and emerging levels of proficiency, we will be purchasing licenses for the Imagine Learning English software program to be used in the after school program. This program is highly engaging and allows for differentiation and targeted instruction. Students will engage with the program and also with small groups through live instruction with the ENL teacher. In addition, students at all proficiency levels will engage with BrainPop and Brain Pop ESL during remote after school. Brain Pop is a great visual and highly engaging resource that enhances the content area instruction that students engage with during the school day. Teachers will design engaging language learning activities around BrainPop, focusing on vocabulary and writing development. Home language support will be provided to ELLs through the use of language buddies, where available. In addition, ELL students will be provided with bilingual glossaries to use throughout the school day. They will be instructed to utilize these learning tools with them to the after school program, as well. Student attendance and program notification in parents' preferred languages will be maintained by the teacher working the program.

Subgroups and grade levels of students to be served	All ELLs in grades one through eight will be invited to participate in the after school program.
Schedule and duration	This program will take place Wednesdays and Thursdays from October through March. Each session will meet from 2:25-3:25 pm for one hour.
Language of instruction	The language of instruction for the after school program will be English.
Number and types of certified teachers	Five certified ENL teachers will work the Title III after school program.
Types of materials	We will be purchasing Imagine Learning software licenses for the Entering and Emerging-level ELLs. This program is highly engaging and allows for differentiation and targeted instruction. Students will engage with the program and also with small groups through live instruction with the ENL teacher. In addition, students at all proficiency levels will engage with BrainPop and Brain Pop ESL during remote after school. Brain Pop is a great visual and highly engaging resource that enhances the content area instruction that students engage with during the school day. Teachers will design engaging language learning activities around BrainPop, focusing on vocabulary and writing development.
Include any additional details here:	
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.	,2,3,4,5,6,7,8,1

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: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	Prior to the beginning of the after-school program, the teachers working the program will attend a Professional Development session in which they will learn the features and best practices of the Imagine Learning English program. Teachers will learn about assessment, instruction, differentiation and individualized learning. This one-time training session will take place during designated PD time. All school-based staff will receive three ELL-focus professional development sessions, provided by our ENL teacher team. These sessions will be held on Wednesday mornings and will focus on ELL identification, assessment, placement, programming, and effective strategies for teaching, differentiation and scaffolding for English Language Learners in the classroom. Agendas and attendance sheets for all of the aforementioned activities will be maintained in the ELL Department's compliance file.
Rationale	Prior to the beginning of the after-school program, the teachers working the program will attend a Professional Development session in which they will learn the features and best practices of the Imagine Learning English program. Teachers will learn about assessment, instruction, differentiation and individualized learning. This one-time training session will take place during designated PD time. All pedagogues are required to receive ELL-related professional development each year. To this end, our ELL staff will provide three ELL-focused professional development sessions to the staff over the course of the school year. These sessions will be held on Wednesday mornings and will focus on ELL identification, assessment, placement, programming, and effective strategies for teaching, differentiation and scaffolding for English Language Learners in the classroom.
Teachers to receive training	All teachers working the Title III After School program will receive training in the Imagine Learning English software. All pedagogues in the school will receive the ELL-related PD sessions mentioned above.
Schedule and duration	The Imagine Learning training will meet for a single 45-minute session. This will take place in the fall. The three full-staff ELL-related PDs will take place over the course of the school year. Each session will be 30 minutes, and will be held during Wednesday morning PD time.
Topics to be covered	As stated above, the Imagine Learning professional development program will be reviewed with the teachers who will be interacting with the program during the Title III After School Program. The full-staff professional development sessions will focus on ELL identification, assessment, placement, programming, and effective strategies for teaching, differentiation and scaffolding for English Language Learners in the classroom.
Name of provider	The Imagine Learning training will be provided by a trainer from the company. The full staff professional development will be provided by members of the ELL department.
Include any additional details here:	

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: - rationale - schedule and duration - topics to be covered - name of provider - how parents will be notified of these activities	For the 2022-23 school year, we will be providing remote parent learning sessions during designated Parent Engagement time. All parents of students participating in our Title III after school program will be invited to attend an informational session where the ENL staff will discuss and answer questions about the software programs to be used during the program; Imagine Learning and BrainPop. Notices will be sent home (backpacked or mailed) in order to notify parents about all of the aforementioned activities. Please note that there will be translators available at all of the aforementioned Parent Engagement Activities. In addition, the aforementioned Parent Engagement sessions will be at no cost to Title III funds. Agendas, attendance sheets and invitations, in parents preferred languages, will be maintained in the ELL Department's compliance file.
Rationale	The parent session will provide parents with essential information on the Imagine Learning program, so that they can understand the methodology behind the program. This will enable them to monitor their children's progress throughout the school year.
Schedule and duration	The one-time remote parent learning session will take place during designated Parent Engagement time.
Topics to be covered	Parents will get an overview of the Imagine Learning software program.
Name of provider	This parent information session will be provided by the teachers working the after school program.
How parents will be notified of these activities	Notices will be sent home (backpacked or mailed) in order to notify parents about all of the aforementioned activities. Please note that there will be translators available at all of the aforementioned Parent Engagement Activities. In addition, the aforementioned Parent Engagement sessions will be at no cost to Title III funds.
Include any additional details here:	

PART E: BUDGET

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

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

Allocation Amount ($):	28,089
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	Routinely, school administration and staff members review data through data conversations. We examine data from iReady, Imagine Learning, math programs etc. Through these informative conversations, Impact Grade Team Members determine a grade level need and decide on a strategy to try. These teams are monitored by the administration. Yearly, we set new strategies and continue with former. Professional development is set around the needs of the strategy and the needs of the teacher. Paraprofessionals are included in all professional learning.

Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	In May, PreK students are invited to visit the Kindergarten classes for a an hour a day during a two week period. They Pre K students are provided with a tour of the Kindergarten class and allowed to explore. The Kindergarten teacher reads them a story and engages in STEM activity. The Kindergarten teacher also visits the children in their PreK classes so that they become a familiar face. Kindergarten teacher meet with PreK parents the first week of May to discuss curriculum and expectations for Kindergarten. The children are invited to a "Make and Take," event. To the greatest extent possible curriculum is transitioned by May of each year. PreK teachers are engaged in school-wide professional development -targeted to meet school and student goals. Meetings are set up for teachers to share records and student information in June of each year. Our school community provides a nurturing atmosphere, where the sprit of sharing is a norm.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	513,864	X	TEACHER SALARIES
Title I, School Improvement 1003(a)	Federal	57,613	X	CONSOLIDATED PLAN
Title II, Part A	Federal	37,233	X	CONSOLIDATED PLAN
Title III, Part A	Federal	28,089	X	PER SESSION
Title III, Immigrant	Federal	3000	X	CONSOLIDATED PLAN
Title IV, Part A	Federal	24,690	X	Per-Session
Tax Levy (Fair Student Funding)	Local	4,825,394	X	CONSOLIDATED PLAN

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds <u>may not</u> be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

<u>Submission Assurances</u>

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.