

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	13K287
School Name	P.S. 287 Bailey K. Ashford
Principal	Everbell Boampong-Bishop

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 5: COMMUNITY SCHOOLS
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

-

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Dr. Bailey K Ashford Elementary School
District Borough Number (DBN):	13K287
Grades Served:	3K-5 grade
School Address:	50 Navy Street, Brooklyn, NY 11201
Phone Number:	(718)834-4745
Fax:	(718)834-6766
School Contact Person:	Simone Muschett
School Contact Person Email Address:	Smuschett3@schools.nyc.gov
Principal:	Everbell Boampong-Bishop

United Federation of Teachers (UFT) Chapter Leader:	Luther Lohr
Parents' Association President:	Shawneke Pass
SLT Chairperson:	Christina Johnson
Title I Parent Advisory Council Chairperson (PAC):	Dominique Bryant
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Tony Reid
School-Based Students in Temporary Housing (STH) Liaison:	Simone Muschett

District Information

Geographic District:	13
Superintendent:	Robin Davson
Superintendent's Office Address:	355 Park Place, Brooklyn, NY 11238
Superintendent's Email Address:	rdavson@schools.nyc.gov
Phone Number:	(718) 636-3284
Fax:	718-636-3266

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
Everbell Boamong-Bishop	*Principal or Designee	
Luther Lohr	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Shawneke Pass	*Parents’ Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Sylvia Hall	District Council 37 (DC 37) Representative (staff), if applicable	
Dominique Bryant	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
Tony Reid	CBO Representative, if applicable	
N/A	Student Representative	
N/A	Student Representative	
Shanequa King	Staff	
Cheryl Quintyne-Best	Staff	
Odessa Sam	Parent	
Ashley Maple	Parent	
Celeste Pinkston	Staff	
Anastayia Kravchuk	Staff	
Tanoya Floyd	Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Everbell Boamong Bishop	Principal/ School Leadership	
Christina Johnson	UFT Chapter Leader/ School Staff	
Shawneke Pass	PTA President/ Families	

Stakeholder Participation

Background

The CEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations and Chancellors Regulations A655. All schools are expected to engage stakeholder representatives (via the School Leadership Team/Community Engagement Team) at every step of CEP development. Follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Steps

The School Leadership Team will engage in five distinct steps to develop the CEP.

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.
- Schedule actions/activities to occur during the year to reach the school’s goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
9/29/2021	x	x	x	x	x
10/28/2021	x	x	x	x	x
11/18/2021	x	x	x	x	x
12/22/2021	X	X	X	X	X
1/20/2022	X	X	X	X	X
1/26/2022	X	X	X	X	X
2/17/2022	X	X	X	X	X
3/17/2022	X	X	X	X	X
4/21/2022	x	x	x	x	x
5/19/2022	x	x	x	x	x
6/16/2022	x	x	x	x	x

Stakeholder Involvement Signature Page

Directions: In the table below, list the individuals involved in the development of the CEP, their relationship with the school, and the dates in which they participated. The individuals listed should include members of the School Leadership Team and, where applicable, the Community Engagement Team (for Receivership schools). The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE CEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable to obtain the signature of the individual. If an individual identified below has objections or concerns related to the CEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Dates Involved (enter m/dd in the space below for each date the individual attended)

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd
Everbell Boampong-Bishop	Principal	3/01	4/05	5/03	6/07	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Luther Lohr	UFT Chapter Leader	3/01	4/05	5/03	6/07	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Cheryl Quintyne- Best	UFT/Special Education Teacher	3/01	4/05	5/03	6/07	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Dominique Bryant	SLT/ Parent	3/01	4/05	5/03	6/07	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Destiny Ayala	SLT/Parent	3/01	4/05	5/03	N/A	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Shanequa King	UFT/ General Education Teacher	3/01	4/05	5/03	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Shawneke Pass	Parent member	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Anastayia Kravchuk	UFT/ Special Education	3/01	4/05	5/03	6/07	6/09	N/A	N/A	N/A	N/A	N/A	N/A
Jonathan Holub	CBO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Comprehensive Support and Improvement (CSI)
--------------------------------------	---

Provide your school's mission statement:	Our (PS 287) mission is to continuously serve our community as a BOLD school which utilizes innovation in instruction, creativity, and global awareness to ensure that every learner, every day is making demonstrable gains in academic achievement, social awareness, and student agency (voice).
--	---

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Dr. Bailey K. Ashford Elementary School (13K287) is a thriving learning community that is committed to changing the narrative of our school from a New York State-designated school in need of improvement, to an International Baccalaureate World School of promise. Dr. Bailey K. Ashford Elementary School (13K287) currently serves students in grades Pre-K- 5. We are located in Brooklyn, NY. Historically, Dr. Bailey K. Ashford Elementary School (13K287) has served underprivileged students from low-income households. Our current student demographics are as follows: Asian: 6%, Black: 66%, Hispanic or Latinx: 23%, Native American: 3%, Native Hawaiian/Pacific Islander: 0%, and White: 3%. In addition to the aforementioned data, 25% of our students are Students with Disabilities, 8% of students are considered English Language Learners and the school has an Economic Need Index of 91% (Students who are eligible for free breakfast and lunch due to poverty). In accordance with the 2019-2020 New York State Accountability report, Dr. Bailey K. Ashford Elementary School (13K287), has made gains in address chronic absenteeism and serving the needs of students with disabilities. During the pandemic, our learning community adapted a new social-emotional focus, which is grounded in our ISTRONG Core values (i-Innovative, S-Strong, R-Resilient, O-Optimistic, N -Noteworthy, and G-Goal -Getters). Our whole community, including administrators, teachers, staff, students, and families work daily to model our iSTRONG values. Also during the pandemic, we shifted from Parent University to Family University, in response to the reality that most of our parent populations are essential workers and were not able to support their child during remote learning. Family University is a family engagement platform that supports adults with students during remote learning. During the months of December and January we experienced extreme chronic absenteeism due to the Omicron variant. Please check out our Family University at https://www.youtube.com/watch?v=4j9dvlGWGDc For further information please visit our school website: https://www.ps287bkinnovators.org/</p>
---	--

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
Illustrative Math	K-5	Remote and Print	As needed according to student need (ex: IEP, 504 or ELL status)
Into Reading	K-5	Remote and Print	As needed according to student need (ex: IEP, 504 or ELL status)
NA	NA	NA	NA
NA	NA	NA	NA

<p>Summarize key strengths that contributed to the achievement of the previous year's annual goals.</p>	<p>During the 2021-2022 school year, 13K287 applied and was awarded the opportunity to become an international baccalaureate candidacy school . International Baccalaureate learners are: 1. Encouraged to think critically and solve complex problems 2. Drive their own learning 3. More culturally aware through the development of a second language and an international mindedness are able to engage with people in an increasingly globalized, rapidly changing world. International Baccalaureate students develop strong academic, social and emotional characteristics. They are also likely to perform well academically , often better than students on other curricula. Also during the 2022-2023 school year we will welcome our first gifted and talented third grade class that will use a uniquely designed AVID and International Baccalaureate framework for transdisciplinary instruction. The AVID framework components (Advancement Via Individual Determination program) we will use Focused note taking; adapted Into Reading digital literacy curriculum; created an assessment calendar around the running records; school based instructional coaches attended the AVID summer institute remotely, then they turn-keyed their learning to the school staff; Brooklyn North Instructional leads supported teacher in their professional learning in topics such as the Priority Standards; A summer school based PLO was provided to staff on the topic of Curriculum Map Priority Standards to corresponding I can statements. Partnership with Brooklyn North Borough Office - Instructional leads and Special Education Administrators to support learning and teaching of all students. Use school's social media platform to livestream a tech professional development for parents. There is also a parent support group that occurs weekly to provide technical support and address social emotional concerns of parents about their children or themselves. Initiated Parent/ Family University whose purpose is to support parents with their student's instruction and financial literacy. Conduct celebrations "I-Strong Awards" , around attendance and academic success as well as progress and improvement. More planning around NYS Assessment, professional learning communities, units of inquiry, guided math & guided reading.</p>
---	--

<p>Identify significant challenges or obstacles that may have negatively impacted the achievement of the previous year's annual goals.</p>	<p>Viral outbreaks, vaccination policies, multiple adjustments to scheduling; technological accessibility and repair for students and their families; Additionally as an International Baccalaureate candidacy school, we worked through our understanding of the IB framework. Teachers are having challenges navigating a new curriculum and need additional PD. Teachers are experiencing challenges with attendance with some students.</p>
--	---

<p>The Equity Self-Reflection is designed to support schools as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion:</p> <p>Describe how the <i>Equity Self-Reflection</i> informed the development of the plan.</p>	<p>The Equity Self-Reflection informed the development of the plan, by providing insight in the following areas : When students were asked what are the ways that you've seen yourself grow or learn new things this year: 1. CRSE Nutrition Committee with Office of School Foods: Student government engaged the Office of School Foods in a discussion around improving the current "Vegan Fridays Menu" Student highlighted that they wanted food that was seasoned and had spice. Also during this meeting students advocated for a salad bar and water jet. 2. Elevating Voices Book Club for grades 2-5. Students shared that they would like to have more opportunities to compare and contrast CRE text like My Brother, My Brother and Ghost boys. 3. District provided monthly antiracist townhalls for families and community members at large, 4. I have engaged our learning community in the importance of international mindedness and insuring that students voice and agency around culturally relevant topics as evidenced by learners in action. i.e. Climate justice podcast, my school drone video walkthroughs, and my learning video challenges. 5. E-portfolios student submissions reflect the year of learning and the culture of learning students are creating for the life's journey. This feedback is captured within the 2022-2023 SCEP through the following action plan points: 1. Small group instruction schedules 2. Continued partnerships with DRONE Education vendors: Concorde Education, BLOC Power, and Drone Cadets 3. Student government campaigns and scheduled student led SLT meetings. 4. International Baccalaureate units of inquiry summer planning.</p>
---	--

<p>Student Interviews are essential to fully understand what this past year has meant for students by providing opportunities for students to share their experiences and their hopes for school moving forward. To make sure that the student experience is at the center of the Comprehensive Education Plan:</p> <p>Describe how <i>Student Interviews</i> informed the development of the plan</p>	<p>Student Interviews informed the development of the plan by providing insight in the following areas : When students were asked what are the ways that you've seen yourself grow or learn new things this year: 1. students shared that they used their classroom dat boards to create goals fro reading. They especially share d that their small group instructional time was very helpful in ensuring that they understood the strategies they will need to understand what they are reading CRSE Nutrition Committee with Office of School Foods Reading books at each grade level that are CRE (List titles for each grade) When students were asked what are the ways that you've seen yourself grow or learn new things this year: 1. CRSE Nutrition Committee with Office of School Foods: Student government engaged the Office of School Foods in a discussion around improving the current "Vegan Fridays Menu" Student highlighted that they wanted food that was seasoned and had spice. Also during this meeting students advocated for a salad bar and water jet. 2. Elevating Voices Book Club for grades 2-5. Students shared that they would like to have more opportunities to compare and contrast CRE text like My Brother, My Brother and Ghost boys. 3. District provided monthly antiracist townhalls for families and community members at large, 4. I have engaged our learning community in the importance of international mindedness and insuring that students voice and agency around culturally relevant topics as evidenced by learners in action. i.e. Climate justice podcast, my school drone video walkthroughs, and my learning video challenges. 5. E-portfolios student submissions reflect the year of learning and the culture of learning students are creating for the life's journey. This feedback is captured within the 2022-2023 SCEP through the following action plan points: 1. Small group instruction schedules 2. Continued partnerships with DRONE Education vendors: Concorde Education, BLOC Power, and Drone Cadets 3. Student government campaigns and scheduled student led SLT meetings.</p>
---	---

Evidence-Based Intervention

All Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must implement at least one evidence-based intervention

as part of its CEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>. Schools may choose **one of three options** for identifying their evidence-based intervention:

- **Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Only enter responses for the questions below which correspond to the option selected by your school.

Select an Option:	,State-Supported Evidence Based Strategy
-------------------	--

State-Supported Evidence Based Strategy

Provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy	Response
Professional Learning Communities (PLCs)	Professional Learning Communities (PLC's) provided training and development opportunities for ELA, Math, Attendance(CA), IEP development, and creating a school culture that is a supportive environment. PLC's are found in vertical and horizontal teacher teams, the instructional leadership team, attendance team, crisis intervention team, professional development team, special education team. Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza. Effective Teacher Professional Development. Learning Policy Institute. 2017, p. 17. Available at https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf Rhonda Barton and Jennifer Stepanek. The Impact of Professional Learning Communities. Principal's Research Review, a publication of the National Association of Secondary School Principals. Vol 7, Issue 4, July 2012.
Data - Instructional Coaching	Instructional Coaches will: Help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Coaches will lead teachers in further developing their skills in data literacy and supporting this skills application to develop high quality learning environment for students, improve lesson planning and lesson delivery. Bi-weekly reviews of NWEA data, teacher observation trackers, will be used to draft a next steps checklist for teachers. This will be done across ELA and Math and other core subjects.
Instructional Coaching	Instructional Coaches will: Help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. ELA and Math. NYSED Consortium Coaching on Student Centered Coaching for PS287. Instructional Coaching will strengthen pedagogical practices across the school. Matthew A. Kraft, David Blazar, Dylan Hogan. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, November 2016

Clearinghouse-Identified

Provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy	Response
Instructional Coaching	Instructional coaching will support the following goals: 1. ELA : 2. Math: 3.Chronic Absenteeism:
Professional Learning Community	Professional Learning Communities will support the following goals: 1. ELA : 2. Math: 3.Chronic Absenteeism:

<p>Clearinghouse used and corresponding rating</p> <p>For the three dropdowns below, select a response from one dropdown menu only for the clearinghouse used, select N/A for the others.</p> <p>What Works Clearinghouse</p>	<p>Rating: Meets WWC Standards Without Reservations</p>
---	---

Social Programs That Work	Rating: Top Tier
----------------------------------	------------------

Blueprints for Healthy Youth Development	Rating: Model Plus
--	--------------------

School-Identified

Complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy	Response
NA	NA
NA	NA
NA	NA

School Accountability Data

Subgroup	SCHOOL ACCOUNTABILITY STATUS	Accountability Status for Subgroup in 19-20 school year	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All	CSI	Comprehensive Support and Improvement	1	1	1	-	1	1

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)
<p>Students need frequent opportunities to engage in questioning and discussion strategies to demonstrate their learning as evidence in blended learning products. Students said that during breakout room instructions teachers and educational assistants would "break down" the content so that they can understand how to identify supportive evidence within a complex text. Students and families stated that they also missed the academic after school program in school.</p>	<p>In accordance, to 21-22 data from the school average data in Growth Explorer, teachers on average received a 2.81 rating under domain 3D (Assessment in Instruction Techniques). Student interviews (2022)</p>	<p>There was inconsistent mastery and/ or competency level capacity amongst teachers in content and pedagogical practices related to questioning and engaging students in learning. Additionally, systems need to be further developed for rigorous professional learning plans to further support of student learning and engagement by teachers.</p>
<p>Students are not making adequate reading growth. Students said that during breakout room instructions teachers and educational assistants would really "break down" the content so that they can understand how to use the RACCE strategy when they are responding to text dependent questions. During student interviews students stated that they really learned a lot about the world and how the UN sustainability goals help to save our planet from the Saturday Drone literacy classes. Students would like to learn more around how drones can save our planet.</p>	<p>In accordance, to 21-22 data from the school average data in Growth Explorer, teachers on average received a 2.81 rating under domain 3D (Assessment in Instruction Techniques). Student interviews (2022)</p>	<p>Teachers did not consistently provide explicit instruction during ELA instruction, which resulted in minimal gains for all learners with effective use of research based reading and writing strategies.</p>

<p>Culturally Responsive Education and Equity Self Reflection Student Interviews: 1- Our students expressed that during the COVID pandemic period they missed student to student interactions; 2- Student to teacher and experiential learning process of being in a classroom learning environment with their peers (ex: Science Experiments, Hands on learning activities, field trips which are focused on the topics being learned, opportunities to learn through playing with friends, sports and physical education); 3- Students to have Assemblies again that celebrate achievements in learning and attendance; 4- Students missed the performing arts learning program where they learn teamwork, dance, cultural, utilize math, literacy and artistic skills to create set designs. 5- Students shared that these educational interactions and other interactions inspired them to come regularly to the safe space of school. 6- Additionally, they shared in their student interviews that they missed having someone to talk to such as a school counselor. 7- They also shared that they were not equipped or their parents, to deal with all of the technology concerns that arose in the remote learning process. 8- Students recognized that their teachers had special skills in teaching them (appreciated all the work that their parents did to support them in remote learning but said their parents were not the same as their teachers). 9- Moreover, students shared that they appreciated that they could use technology to learn from wherever they were. 10- Student expressed a need to have the following: fulltime art teacher; Fulltime science e-team teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming</p>	<p>2022 Student Interviews</p>	<p>The students who were interviewed were from SWD, ELLs, and all students across grade levels. Ultimately the root cause of this challenge that students experienced is rooted in the COVID19 pandemic and the lack of preparation that a school system had to provide learning in an untested learning environment.</p>
--	--------------------------------	---

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	50.3%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 50.3% to 60.3%, as measured by NWEA MAP Growth Reading Progress Screener.

Progress Measures and Targets

Directions: Reivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Reivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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			
MAP Assessments, NYS ELA Exam	End of year NWEA ELA Map growth assessments	30.9 MIP	50 MIP	55 MIP	72.6 MIP

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?)
07/01/2022	08/07/2022	13K287 NYS Instructional Consortium Coaches and International Baccalaureate (IB) Coordinator will participate in International Baccalaureate District 13 Training.
07/25/2022	08/07/2022	School Leaders will meet with Practice Makes Perfect, drone cadets, and local middle and high school leaders to design a day push in tutoring schedule and service expectations for Tier 2 and Tier 3 students during ELA instruction.

07/27/2022	08/05/2022	Curriculum and innovation team will meet with staff to analyze survey results from 2022-2023 curriculum to design relevant International Baccalaureate Programs of inquiry and pacing calendars that are aligned to the accelerated learning and equity research. Grades 3K-2 and 3-5 will create a unit of inquiry calendar and curriculum pacers based on a 5-week cycles to support transdisciplinary instruction and social emotional learning.
07/25/2022	08/05/2022	School leaders will provide professional development detailing school wide expectations for transdisciplinary best practices in literacy instruction which will highlight effective implementation of the international baccalaureate program of inquiry.
08/08/2022	08/26/2022	1- School leaders will provide year-long learning schedule which clearly detail protocols for effective ELA instruction. 2- Instructional Leadership Team (ILT) will create a calendar of walkthroughs and observations to norm expectations, ensure the efficacy of pacing, and utilize cycles of observation to improve teacher practice. 3- Attendance/ Care Team, Grade/ Teacher Teams, IEP/ Students with Disabilities Team, Assessment/ Testing Coordination Team and Crisis Team calendars for the 2022-2023 academic year will be produced. 4- Instructional Leadership Team will design four-weeks of Professional Learning Community (PLC) teaching series focusing on effective practices in ELA instruction. (Focused on Questioning and discussion strategies within guided instruction and explicit instruction). 5- Administration will develop and implement a consistent year long coaching cycle structure
08/25/2022	08/26/2022	School leaders will provide annual back to school bash and Orientation
09/12/2022	10/01/2022	Teachers will conduct the BOY (Beginning of the year) diagnostics with students to collect, disaggregate, and evaluate data to identify student learning gaps in ELA.
09/13/2022	06/30/2022	Weekly informal and formal observations with feedback provided to educators by supervision throughout the year with a focus on Domain 1 and 3. Instructional Leadership Team will conduct bi-monthly walkthrough to observe all classrooms to determine the frequency for opportunities for transdisciplinary best practices in literacy instruction which will highlight effective implementation of the international baccalaureate program of inquiry.
09/19/2022	10/17/2022	Instructional Leadership Team will design five-week of Professional Learning Community (PLC) teaching series focusing on implementing effective explicit instruction strategies that support quality questioning & discussion strategies for literacy instruction
09/19/2022	10/17/2022	Teachers will differentiate learning for all students based on BOY data to provide opportunities for students to master priority standards through research based close reading instruction and in day tutoring opportunities.
09/26/2022	10/17/2022	School leaders/ Supervision will conduct initial teacher and para conferences which will produce individualized goal setting for all educational staff to increase effectiveness in teaching practice and student learning.
10/20/2022	10/24/2022	School leaders/ Supervision use the baseline data provided through the individual goal setting meetings to customize a capacity plan for teachers that addresses effective implementation of International baccalaureate program of inquiry in ELA instruction
11/07/2022	12/02/2022	Teachers will conduct bi-monthly goal setting one to ones with students aligned to priority learning standards identified within pacing calendars. Bi-monthly follow-ups: December, February, April, June.
11/07/2022	12/02/2022	Instructional Leadership Team will conduct walkthrough to observe all classrooms to determine the frequency for opportunities for student questioning and discussion strategies through effective implementation of the International baccalaureate program of inquiry in ELA instruction as evidenced in Danielson component 3B and 3C.
11/07/2022	12/02/2022	School leaders and staff will provide first Family University night school edition that will engage families and staff to at home literacy strategies.
11/07/2022	12/02/2022	School leaders/ Supervision use the walkthrough and observation data gathered through the face to face or virtual observations to assess individual teacher's progress and determine potential support that address effective implementation of effectiveness of the International baccalaureate program of inquiry in ELA instruction as evidenced in Danielson component 3B and 3C.
11/28/2022	12/08/2022	School leaders will provide families with mid-year progress reports that identify student's current reading level and current progress across all core subjects.
12/11/2022	04/02/2023	School leaders and staff will provide all students in grades 2-5 an opportunity to attend a seven-week Saturday academy which will provide targeted close reading instruction and effective use of peer assisted intervention strategies which support quality questioning and discussion practices.
01/04/2023	01/29/2023	Instructional Leadership Team will design four-week Professional Learning Community (PLC) teaching series focusing on effective peer assisted intervention, questioning and student engagement strategies in ELA instruction
01/07/2023	01/28/2023	Teachers will conduct the Middle of the year (MOY) diagnostics with students to collect, disaggregate, and evaluate data to identify student learning gaps in ELA.

01/18/2023	02/01/2023	Teachers will differentiate learning for all students based on MOY data to provide opportunities for students to master priority standards through research based close reading instruction and in day tutoring opportunities.
01/18/2023	02/01/2023	Instructional Leadership Team will design four-weeks of Professional Learning Community (PLC) teaching series focusing on effective implementation of school wide expectations for transdisciplinary best practices in literacy instruction which will highlight effective implementation of the international baccalaureate program of inquiry as evidenced increase ratings in Danielson components 3B, 3C, & 3D.
09/13/2022	06/30/2023	Teachers from K-5 will plan trips and or engage students in learning activities associated with Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.), Social Studies and ELA. Additionally, students will be engaged with the Performing Arts as well opportunities to visit museums to support the aforementioned. Students will engage in activities activities to support Social Emotional Learning. There is an urgent need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming

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	Instructional leadership team will conduct instructional rounds with teacher teams to observe effective implementation of school wide expectations for IB transdisciplinary best practices in literacy instruction which will highlight effective implementation of the international baccalaureate program of inquiry as evidenced increase ratings in Danielson components 3B, 3C, & 3D.
03/01/2023	03/31/2023	School leaders, instructional leadership team and instructional coaches will monitor & support teacher effective implementation of the International baccalaureate program of inquiry in ELA instruction as evidenced in Danielson component 3B, 3C, & 3D and the following strategies: peer assisted intervention, questioning & discussion strategies, and explicit instruction strategies during ELA instruction
03/01/2023	04/01/2023	School leaders, international baccalaureate coordinator, ILT and D13 instructional specialist will conduct the amazing Global Readers challenge which will provide a school wide opportunity for students in grades 2-5 to use ELA comprehension strategies to engage in team challenges.
04/01/2023	05/24/2023	Instructional Leadership Team will design four-week Professional Learning Community (PLC) teaching series focusing on effective practices with AVID e-binder development.
05/03/2023	05/31/2023	Instructional leadership team will conduct instructional rounds highlighting effective AVID e-binder development in ELA instruction.
05/03/2023	06/01/2023	College and career team will conduct a blended learning college and career week for all students, where they can demonstrate questioning and discussions techniques to led conversations with presenters.
06/01/2023	06/30/2023	Teachers will support students through finalizing AVID e-binders based on EOY data and demonstration of priority standards mastery through learning tasks.
06/01/2023	06/30/2023	School leader will conduct virtual e-binder share fair, which will demonstrate student achievement .

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)
08/19/2022	08/19/2022	Back to school bash	na
10/16/2022	05/17/2023	Family university	na

Human Resources	All common branch teachers are trained in the content area of transdisciplinary approaches to teaching ELA/ Literacy and the appropriate curriculum corresponding to their grade levels K-5, which they teach. There are 11 Teachers (K-5) teaching both Math and ELA. There are two PreK and one 3K teachers who will teach math at these levels accordingly.
Instructional Resources	Into Reading Curriculum (Grades K-5);
Schedule Adjustments	K-5 Common Branch teachers will teach will teach a 6 hour and 50 minute day which will include 6 preparation periods per week. Professional Learning Communities (PLCs) will occur during (ex: Teachers, ILT, Attendance teams, crisis team and special education team, etc...) the school day for up to 45 minutes. The Professional Learning day will occur on Mondays after school for 80 minutes. Special Assemblies will be planned throughout the course of the year to celebrate academic achievement and Holidays.
Other Resources Needed	(1) Assistant Principal; (3) Interactive mobile whiteboards with designated computers; (2) ATS laser printers; (5) Laser printers; a year's supply of toner for the (6) printers; (21) Dual screen monitor Lenovo desktop computers (Windows 10) , (27) Lenovo Laptops 14"; Laptop Storage Cart; (1) Instructional Coach in Math and ELA;

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)
Teachers were not confident in their content knowledge, so that during lessons they are not able to give students appropriate feedback, uncover student misconceptions, or design learning activities that target student needs. This gap is most prominent in student performance with number sense and place value. Students said that during breakout room instructions teachers and educational assistants would really "break down" the content so that they can understand the math. Students and families stated that they also missed the academic after school program in school.	Number sense and place value item skills analysis from NWEA MAP assessment data In accordance, to 21-22 data from the school average data in Growth Explorer, teachers on average received a 2.81 rating under domain 3D (Assessment in Instruction Techniques). Student interviews (2022)	There was lack of consistent teacher content knowledge as related to number sense and place value which resulted in an uneven implementation of the math instruction. Several teachers did not use data to address learning gaps. Additional systems need to be further developed for rigorous professional learning plans (in the math content area) to further support student learning and engagement by teachers need to be developed.

<p>All students were not exposed to rigorous academic tasks on a consistent basis. Teachers did not use data to form student groups. Students groupings were not flexible and did not respond to individual learning needs/gaps. Students stated that they had more test this year, but they math number stories better because they used the CUBES strategy. Students stated that they really enjoyed the Saturday Drone literacy program it was fun learning how to drone and use math to fly the drone.</p>	<p>Student data reports In accordance, to 21-22 data from the school average data in Growth Explorer, teachers on average received a 2.81 rating under domain 3D (Assessment in Instruction Techniques). Student interviews (2022)</p>	<p>Teachers did not use provide opportunities to provide explicit instruction which resulted in missing opportunities to model research based math strategies to address student misconceptions or to build learning gaps.</p>
<p>Culturally Responsive Education and Equity Self Reflection Student Interviews: 1- Our students expressed that during the COVID pandemic period they missed student to student interactions; 2- Student to teacher and experiential learning process of being in a classroom learning environment with their peers (ex: Science Experiments, Hands on learning activities, field trips which are focused on the topics being learned, opportunities to learn through playing with friends, sports and physical education); 3- Students to have Assemblies again that celebrate achievements in learning and attendance; 4- Students missed the performing arts learning program where they learn teamwork, dance, cultural, utilize math, literacy and artistic skills to create set designs. 5- Students shared that these educational interactions and other interactions inspired them to come regularly to the safe space of school. 6- Additionally, they shared in their student interviews that they missed having someone to talk to such as a school counselor. 7- They also shared that they were not equipped or their parents, to deal with all of the technology concerns that arose in the remote learning process. 8- Students recognized that their teachers had special skills in teaching them (appreciated all the work that their parents did to support them in remote learning but said their parents were not the same as their teachers). 9- Moreover, students shared that they appreciated that they could use technology to learn from wherever they were. 10- Student expressed a need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming</p>	<p>2022 Student Interviews</p>	<p>The students who were interviewed were from SWD, ELLs, and all students across grade levels. Ultimately the root cause of this challenge that students experienced is rooted in the COVID19 pandemic and its impact on attendance and learning.</p>

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	19%	By June, 2023, Elementary/Middle School Math for All Students will Increase 11%, from 19% to 30%, as measured by NWEA MAP GROWTH MATH Screener.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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			
MAP Assessments, NYS Math Exam	MIP Growth	32.2 MIP	40 MIP	50 MIP	59.4 MIP

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?)
06/07/2022	08/31/2022	13K287 NYS Instructional Consortium Coaches and International Baccalaureate (IB) Coordinator will participate in District 13 provided professional development around leading the learning.
07/27/2022	08/31/2022	Curriculum and innovation team will meet with staff to analyze survey results from 2020-21 curriculum to design relevant International Baccalaureate Programs of inquiry and pacing calendars that are aligned to NYS curriculum bridge. Grades 3K-2 and 3-5 will create a unit calendar and curriculum pacers based on a 6-week cycles to support instruction in Math, ELA, Science, Social Studies, and Social Emotional Learning.
08/02/2022	09/10/2022	1- School leaders will provide year-long learning schedule which clearly detail protocols for effective Math instruction. 2- Instructional Leadership Team (ILT) will create a calendar of walkthroughs and observations to norm expectations, ensure the efficacy of pacing, and utilize cycles of observation to improve teacher practice. 3- Attendance/ Care Team, Grade/ Teacher Teams, IEP/ Students with Disabilities Team, Assessment/ Testing Coordination Team and Crisis Team calendars for the 2021-22 academic year will be produced.
08/02/2022	08/31/2022	School leaders will provide professional development detailing school wide expectations for math instruction, which will highlight common opportunities to addresses gaps in teacher’s conceptual understanding/content needs and effective use of data to support student learning,
09/13/2022	06/30/2022	School leaders will provide lower and upper elementary school representatives to participate in district 13 provided Math Leadership PLC.
08/03/2022	09/10/2022	Instructional Leadership Team will design four-weeks of Professional Learning Community (PLC) teaching series focusing on effective explicit instruction strategies and content area development in conceptual math instruction.
09/20/2022	06/27/2022	Instructional Coach and IB Coordinator will work with teacher grade teams to ensure effective implementation of the aforementioned program of inquiry and pacing calendars.
08/19/2022	08/27/2022	School leader, social worker and parent coordinator will provide 13K287 families with a Summer Family University technology clinic to orient families with post pandemic school wide parent expectations to support at home/remote day instructional practices.
08/24/2022	08/28/2022	School leaders will provide parent orientation meetings around Math instruction and at home supports.
09/13/2022	10/04/2022	Teachers will administer beginning of the year Beginning of Year (BOY) MAP Growth assessments. Data analysis of the MAP Growth Assessment will occur after each periodic assessment. The instructional leadership team (ILT), and grade level educational teams will look at areas to address student learning gaps.
09/13/2022	06/27/2022	Weekly informal and formal observations with feedback provided to educators by supervision throughout the year with a focus on student engagement of the learner.
09/20/2022	10/30/2022	Teachers will differentiate learning for all students based on BOY data from MAP Growth periodic assessments to provide opportunities for students to master priority standards through research based close math instruction and in day tutoring opportunities.
09/20/2022	10/30/2022	Teachers will be provided on-on-one coaching support through coaching cycles. Coaching support will include job embedded supported delivered through co-teaching, modeling, or targeted feedback sessions.
09/20/2022	01/29/2022	Brooklyn North Math Instructional Specialist will provide Professional Development Series focused on supporting teachers in unwrapping the priority standards.
09/18/2022	10/30/2022	School leaders will conduct initial teacher and para conferences which will produce goal setting for all teaching staff to increase effectiveness in Danielson observations.
09/18/2022	10/09/2022	Teachers will conduct bi-monthly goal setting one to ones with students aligned to priority learning standards identified within pacing calendars. Bi-monthly follow-ups: December, February, April, June
09/25/2022	10/09/2022	Instructional Leadership Team will conduct baseline walkthroughs to observe all classrooms and their implementation of explicit instruction aligned to the International Baccalaureate program of inquiry.

09/28/2022	10/30/2022	School leaders/ Supervision use the walkthrough and observation data gathered through the face to face or virtual observations on remote days to gather individual teachers' baseline data reflective of effective implementation of the program of inquiry in math instruction.
10/13/2022	11/02/2022	Instructional Leadership Team will provide additional Professional Development to support teachers structure of the math block, with a focus on building in more checks for understanding to where learning gaps exist with students and then create learning plans to support student learning.
12/02/2022	12/04/2022	School leaders will provide first Family University night school edition that will engage families and staff to at home mathematics strategies.
11/02/2022	12/04/2022	School leaders/ Supervision use the walkthrough and observation data gathered through the face to face or virtual observations on remote days to assess individual teacher's progress and determine potential support that address effective implementation of the program of inquiry in math instruction.
12/11/2022	04/02/2023	School leaders will provide all students in grades 2-5 an opportunity to attend a fourteen-week Saturday academy which will provide targeted math instruction and effective use of the CUBES problem solving and number talk strategies.
11/30/2022	01/08/2023	School leaders will provide families with mid-year progress reports that identify student's achievement across all core subjects areas.
01/04/2023	01/29/2023	Instructional Leadership Team will design four-week Professional Learning Community (PLC) teaching series focusing on effective implementation of the Program of inquiry &v assessment in Math instruction.
12/01/2022	01/17/2023	Teachers will administer beginning of the year Middle of Year (MOY) MAP Growth assessments. Data analysis of the MAP Growth Assessment will occur after each periodic assessment. The ILT, and grade level educational teams will look at areas to address student learning gaps.
12/21/2022	01/31/2023	Teachers will differentiate learning for all students based on MOY data to provide opportunities for students to master priority standards. In day tutoring opportunities will be offered.
01/04/2023	01/31/2023	Reevaluate Year-wide Math Professional Development plan with Math Instructional Lead Specialist and Instructional Leadership team to support content area knowledge and development for teachers. Adjust plan if needed to support student learning.
09/13/2022	06/30/2023	Teachers from K-5 will plan trips and or engage students in learning activities associated with Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.), Social Studies and ELA. Additionally, students will be engaged with the Performing Arts as well opportunities to visit museums to support the aforementioned. Students will engage in activities activities to support Social Emotional Learning. There is an urgent need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming

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	Instructional leadership team will conduct instructional rounds highlighting effective peer assisted intervention strategies in math instruction.
03/01/2023	03/31/2023	School leaders, instructional leadership team and instructional coaches will monitor & support teacher effective implementation of peer assisted intervention strategies in math instruction.
03/22/2023	03/26/2023	School leaders, instructional coaches, IB Coordinators and D13 instructional specialist will conduct the amazing Odd World challenge which will provide a school wide opportunity to use the CUBES strategy to solve multi-step word problems virtually and face to face.
05/03/2023	05/31/2023	Instructional Leadership Team will design four-week Professional Learning Community (PLC) teaching series focusing on effective practices that address student misconceptions or to build learning gaps.
05/24/2023	06/28/2023	Instructional leadership team will conduct instructional rounds focusing on effective practices that address student misconceptions or to build learning gaps.
05/24/2023	05/28/2023	College and career team will conduct a blended learning college and career week for all students, where they can demonstrate questioning and discussions techniques to led conversations with presenters around how math supports college &v career presenters in their current roles.
05/24/2023	06/04/2023	Teachers will conduct end of year assessments.
06/07/2023	06/18/2023	School leader will conduct virtual e-binder share fair, which will demonstrate student achievement across identified priority math standards.

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)
08/19/2022	08/19/2022	Back to School Bash	Practice Makes Perfect
10/16/2022	06/18/2023	Family University	HOPE Organization

Human Resources	All common branch teachers are trained in the content area of mathematics and the appropriate curriculum corresponding to their grade levels K-5, which they teach. There are 11 Teachers (K-5) teaching both Math and ELA. There are two PreK and one 3K teachers who will teach math at these levels accordingly.
Instructional Resources	Envisions 2.0 Mathematics for grades K-5.
Schedule Adjustments	K-5 Common Branch teachers will teach will teach a 6 hour and 50 minute day which will include 6 preparation periods per week. Professional Learning Communities (PLCs) will occur during (ex: Teachers, ILT, Attendance teams, crisis team and special education team, etc...) the school day for up to 45 minutes. The Professional Learning day will occur on Mondays after school for 80 minutes. Special Assemblies will be planned throughout the course of the year to celebrate academic achievement and Holidays.
Other Resources Needed	(1) Assistant Principal; (3) Interactive mobile whiteboards with designated computers; (1) ATS laser printers; (5) Laser printers; a year's supply of toner for the (6) printers; (21) Dual screen monitor Lenovo desktop computers (Windows 10) , (27) Lenovo Laptops 14"; Laptop Storage Cart; (1) Instructional Coach in Math and ELA;

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)
<p>Teachers did not effectively implement the school wide behavioral system. During student and parent interviews families stated that they would like to continue to use Clasdojo, the google school store, and student led groups throughout the year.</p>	<p>36 % of teachers surveyed on the 2021/22 survey agreed or strongly agreed “that adults at their school have access to school-based supports to assist in behavioral and emotional escalations. (Q23h) Student interviews (2022)</p>	<p>Teachers need to build content knowledge and capacity to consistently implement effective restorative approaches to behavior through research-based strategies and initiatives, in addition to re-investing themselves in the proactive strategies offered through Positive Behavior Intervention Supports (PBIS).</p>
<p>Teachers describe the current in-house system as more penalizing than restorative. School Social Worker and crisis team was called to remove students when there was no ladder of referral. During student interviews students stated that they would like to have the following structures continue in our school : student led group chats peer mediation townhalls family support groups</p>	<p>36 % of teachers surveyed on the 2021/22 survey agreed or strongly agreed “that adults at their school have access to school-based supports to assist in behavioral and emotional escalations. Student interviews (2022)</p>	<p>School leaders need to provide clear structures and systems that are aligned research-based restorative approaches to behavior in connection with current school wide structures around PBIS.</p>

<p>Culturally Responsive Education and Equity Self Reflection Student Interviews: 1- Our students expressed that while they wanted to come to school their parents were often scared to send them during the COVID Surge during December 2021 and January 2022. During the COVID pandemic period they missed student to student interactions. 2- Student to teacher and experiential learning process of being in a classroom learning environment with their peers (ex: Science Experiments, Hands on learning activities, field trips which are focused on the topics being learned, opportunities to learn through playing with friends, sports and physical education); 3- Students to have Assemblies again that celebrate achievements in learning and attendance; 4- Students missed the performing arts learning program where they learn teamwork, dance, cultural, utilize math, literacy and artistic skills to create set designs. 5- Students shared that these educational interactions and other interactions inspired them to come regularly to the safe space of school. 6- Additionally, they shared in their student interviews that they missed having someone to talk to such as a school counselor. 7- They also shared that they were not equipped or their parents, to deal with all of the technology concerns that arose in the remote learning process. 8- Students recognized that their teachers had special skills in teaching them (appreciated all the work that their parents did to support them in remote learning but said their parents were not the same as their teachers). 9- Moreover, students shared that they appreciated that they could use technology to learn from wherever they were. 10- Student expressed a need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming</p>	<p>2022 Student Interviews</p>	<p>The students who were interviewed were from SWD, ELLs, and all students across grade levels. Ultimately the root cause of this challenge that students experienced is rooted in the COVID19 pandemic and its impact on the students and their families which has impacted, attendance, learning, health, and social emotional health.</p>
--	--------------------------------	--

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	36	By June, 2023, the NYC School Survey results for teachers who answered agreed or strongly agreed that adults at their school have access to school based supports to assist in behavioral and emotional escalations will increase 14 percentage points from 36% to 50% as measured by the School Survey.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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			
NYC School survey	36 % of teachers surveyed on the 2021-22 survey agreed or strongly agreed “that adults at their school have access to school-based supports to assist in behavioral and emotional escalations. (Q23h)	36%	38%	42%	50%

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?)
07/27/2022	08/07/2022	School leadership, social worker, and School Based Support Team (SBST) school psychologist will be provided professional learning around creating a supportive environment with a focus on restorative practices throughout the school building.
07/27/2022	08/21/2022	School Leader, parent coordinator and will meet with local business and community-based organizations to initiate systemic long-term collaborative relationships.
08/03/2022	08/27/2022	School leader will provide International Baccalaureate Learner profile and iSTRONG alignment review to finalize 2021-2022 calendar and community learning goals.
08/02/2022	08/23/2022	School leaders will send digital survey to gather beginning of the year (BOY) data asking teachers for ways to ensure that we all members of our school community collaborate to make the school run effectively.
08/23/2022	08/21/2022	School leader will engage all stakeholders in the development of a shared school vision and mission.
09/04/2022	09/15/2022	School community will use weekly town halls both virtually & face to face to strengthen the IB learner profile and Innovative, Smart, Tenacious, Resilient, Optimistic, Noteworthy, Goal-getters (iSTRONG) initiatives and to continue to monitor the execution of the vision and mission.
09/28/2022	10/09/2022	School leader will implement a monthly family forum to monitor collaboration efforts and other concerns. Each forum will conclude with a 3-question survey that asks for insight on our effectiveness in the following areas: Collaboration, effective operations.
09/28/2022	10/09/2022	School leaders meet with teams to analyze survey data to ensure annual goal is met.
12/07/2022	01/08/2023	School leaders will provide first Family University night school edition that will engage and communicate to our school community innovative approaches to improving learning, restorative practices and collaborative efforts.
11/02/2022	12/04/2022	School leaders and Instructional Leadership Team will collect and analyze student government top priorities by creating a 2021-2023 student government agenda to ensure that collaboration is evident within student government practices.
12/07/2022	12/23/2022	School leaders will conduct a (MOY) Parent/staff survey to identify current progress towards goal.
01/04/2023	01/18/2023	School leaders will collaborate with student government, parent leaders, instructional leadership team to review results from MOY survey and design a plan to incorporate stakeholder's suggestions.
01/08/2023	01/29/2023	School leader will create a state of the school week, where school leaders, teacher leaders, parent leaders and student leaders prepare to share current progress and 2022-23 goals to ensure that annual goal is met. NWEA Screener data will be used to illustrate this comparison.
09/13/2022	06/30/2023	Teachers from K-5 will plan trips and or engage students in learning activities associated with Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.), Social Studies and ELA. Additionally, students will be engaged with the Performing Arts as well opportunities to visit museums to support the aforementioned. Students will engage in activities activities to support Social Emotional Learning. There is an urgent need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming

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	05/23/2023	School leaders meet with the school-based teams to discuss data trends and enhance/develop a strategic action plan for collaboration to ensure meeting annual goal.
05/09/2023	05/23/2023	School leaders will meet with the college and career team to review and finalize plan for college and career week.
05/23/2023	06/10/2023	College and career team will conduct a blended learning college and career week for all students. Participant/ student, and staff survey will be conducted post college and career week to evaluate collaborative efforts.
06/07/2023	06/30/2023	School leaders will send digital survey to gather End of the year (EOY) data regarding community concerns and collaboration efforts.

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)
07/01/2022	08/19/2022	Back to school Bash! Celebrations	Practice Makes perfect
10/16/2022	06/25/2023	Family University	Elle rouge

Human Resources	School Leadership, Teachers, Social Worker, Business Manager, Parent Coordinator, Parents and Students,
Instructional Resources	Sanford Harmony AVID, and SEL component of International Baccalaureate.
Schedule Adjustments	Within the instructional day there are 2 ten minute Brain Breaks to address social emotional challenges and development of the students (K-5). An example would be a mindfulness activity or a physical fitness activity such as stretching or yoga.
Other Resources Needed	Mindfulness professional development Trainer to train staff (approximate cost \$10,000). Seeking a partnership a CBO that will reside in-house and be able to support students in both SEL, AIS, parental involvement, STEAM, and reduction of Chronic Absenteeism.

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)

<p>Clearly establish schoolwide methods for how and what teachers should communicate with families. During student interviews students stated that they missed the hands on activities they receive during in-person instruction.</p>	<p>Chronic Absenteeism due to the Delta and Omicron Variants of the Coronavirus severely negative impacted the attendance of students especially in December 2021, January 2022 and February 2022. Classes were shut down and went online intermittently. Parents were scared to send their children to school and kept them home. Most teachers and administrators became infected with the virus. This trend is easily seen in the New Visions Data portal 2021-2022. Students wanted to come to school but often did not because parents kept them home out of fear that they would become infected with the Coronavirus. Student interviews (2022)</p>	<p>School leaders did not identify a coherent and consistent system of identifying students who were severely Chronically Absent, Chronically Absent or At-Risk for becoming Chronically absent. Leaders did not clearly establish school-wide systems for teachers delineating how and what teachers should communicate with families so that all parents receive high-quality and frequent communication around attendance, engagement and punctuality.</p>
<p>Provide a research-based system, structure or resources that would provide additional academic support for chronically absent students through blended learning options, and small group academic support for students who have missed school time. During student interviews students stated that they would like to continue to have attendance parties like pre- pandemic and weekly shoutouts.</p>	<p>Chronic Absenteeism due to the Delta and Omicron Variants of the Coronavirus severely negative impacted the attendance of students especially in December 2021, January 2022 and February 2022. Classes were shut down and went online intermittently. Parents were scared to send their children to school and kept them home. Most teachers and administrators became infected with the virus. This trend is easily seen in the New Visions Data portal 2021-2022. Students wanted to come to school but often did not because parents kept them home out of fear that they would become infected with the Coronavirus. Student interviews (2022)</p>	<p>School leaders did not provide a system, structure or resources that would provide additional academic support for chronically absent students through blended learning options, and small group academic support for students who have missed school time.</p>

<p>Culturally Responsive Education and Equity Self Reflection Student Interviews: 1- Our students expressed that during the COVID pandemic period they missed student to student interactions but were kept home because their parents were scared of having them get infected and infect their families in their apartments. 2- Student to teacher and experiential learning process of being in a classroom learning environment with their peers (ex: Science Experiments, Hands on learning activities, field trips which are focused on the topics being learned, opportunities to learn through playing with friends, sports and physical education); 3- Students to have Assemblies again that celebrate achievements in learning and attendance; 4- Students missed the performing arts learning program where they learn teamwork, dance, cultural, utilize math, literacy and artistic skills to create set designs. 5- Students shared that these educational interactions and other interactions inspired them to come regularly to the safe space of school. 6- Additionally, they shared in their student interviews that they missed having someone to talk to such as a school counselor. 7- They also shared that they were not equipped or their parents, to deal with all of the technology concerns that arose in the remote learning process. 8- Students recognized that their teachers had special skills in teaching them (appreciated all the work that their parents did to support them in remote learning but said their parents were not the same as their teachers). 9- Moreover, students shared that they appreciated that they could use technology to learn from wherever they were. 10- Student expressed a need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming</p>	<p>Chronic Absenteeism due to the Delta and Omicron Variants of the Coronavirus severely negative impacted the attendance of students especially in December 2021, January 2022 and February 2022. Classes were shut down and went online intermittently. Parents were scared to send their children to school and kept them home. Most teachers and administrators became infected with the virus. This trend is easily seen in the New Visions Data portal 2021-2022. Students wanted to come to school but often did not because parents kept them home out of fear that they would become infected with the Coronavirus. Student interviews (2022)</p>	<p>The students who were interviewed were from SWD, ELLs, and all students across grade levels. Ultimately the root cause of this challenge that students experienced is rooted in the COVID19 pandemic and the lack of preparation that a school system had to provide learning in an untested learning environment.</p>
--	--	---

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	71	By June, 2023, Chronic Absenteeism for All Students will Decrease 26 percentage points, from 71 to 45, as measured by Chronic Absenteeism Rate.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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			
Chronic absentee rate	Chronic absentee rate	71%	____51%	____48%	____45%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/03/2022	09/11/2022	Identify students from 2021-22, who were severely Chronically Absent, Chronically Absent or at risk for becoming Chronically absent and Tier students to develop an attendance intervention system and structure for P.S. 287's Attendance Leadership team.

08/03/2022	08/27/2022	Develop an Attendance Leadership Team meeting weekly meeting calendar (system and structure) for the entire 2022-23 academic year to prevent and address chronic absenteeism and students at risk for chronic absenteeism who are in both remote and blended learning environments.
08/03/2022	08/27/2022	Monitor daily outreach for 2022-23 communication with parents around attendance and punctuality. This includes ATS data analysis to make parent phone calls and emails as well as review of previous year's attendance plan.
08/03/2022	08/27/2022	Curriculum and innovation team will meet with staff and create an addendum to the family handbook for chronically absent or inconsistently engaged students during remote learning across all grade bands.
08/03/2022	08/27/2022	School Leaders will meet with Community based organizations and local high schools to design a day push in tutoring/mentoring schedule and service expectations for Tier 2 and Tier 3 students that have been both chronically absent and or inconsistent remote learning engagement.
08/03/2022	08/27/2022	School leaders, parent coordinator, school aide and social worker will conduct initial family one to ones with traditionally chronically absent or remote learning limited engagement families to identify root cause for chronic absences and or inconsistent remote learning engagement during the 2022-23 school year.
08/24/2022	08/28/2022	School leader, social worker and parent coordinator will provide 13K287 families with a Summer Family University to increase parent's capacity to support their child's learning.
08/24/2022	08/28/2022	School leaders will provide parent orientation meetings around instruction and home supports.
09/01/2022	06/30/2023	School leader, community partners, parent coordinator will collaborate with local hospitals and community-based organizations to provide a first annual health and wellness expo.
09/01/2022	06/30/2023	Have weekly attendance team meetings with Attendance Leadership Team to identify, address and develop strategies to improve attendance, and reduce chronic absenteeism, severe chronic absenteeism. Additionally, regularly identify students in blended and remote learning environments who are at risk for becoming chronically absent so early intervention and prevention can occur.
09/21/2022	06/30/2023	Teachers will provide additional updates to chronically absentee families, that detail their child's current attendance data with resources and supports to address possible reasons for student's attendance trends.
09/18/2022	01/29/2023	School Leaders conducts daily attendance meeting with school side, parent coordinator to review daily attendance and lateness prior to 11:00 am to ensure that the school is on track to meet annual goal target for Chronic Absenteeism.
09/18/2022	10/30/2022	Teachers and educational assistants/ paras will review first days of school data to create Beginning of the Year (BOY) student attendance and punctuality profiles. Once profiles are created classroom teams will meet with families to create an attendance goal.
09/28/2022	06/18/2023	Teachers will conduct bi-monthly attendance goal setting one to ones with students aligned to priority learning standards identified within pacing calendars. Bi-monthly follow-ups: December, February, April, June 2023.
08/21/2022	06/30/2023	Teachers will use the multilingual platform, ClassDojo & Kinvoled to communicate with families regarding student attendance.
10/01/2022	06/30/2023	Implementation of the "Early Bird" program for chronically absent students to encourage a higher attendance rate.
09/21/2022	06/30/2023	Attendance data will be analyzed to determine students who need additional academic supports. Students who did not fully participate in hybrid instruction during the 2020-2021 school year will be placed in additional small group academic supports. Push-in and pull-out models will be utilized for math and ELA. SWD and ELL students will have a push-in model to support their learning.
10/01/2022	06/30/2023	Monthly parent "Pink Pancakes & Parents" Social for all students/families reinforcing attendance expectations and structures. Monthly attendance celebrations may include: Honor Society induction ceremony; monthly, iSTRONG parties, Monthly 100% attendance and improved attendance social media video challenges.
09/21/2022	06/30/2023	School Leaders and attendance team conducts a mid-year data- analysis and review of school progress to determine whether the school is on track to meet annual goal target for Chronic Absenteeism.
09/21/2022	06/30/2023	School leadership team will analyze remote and blended learning environment attendance data and growth in students already placed into small group academic supports biweekly. Small group academic supports will be determined by attendance, test scores, and overall need. Teachers will provide insight on the frequency and length of the small group supports to allow leadership to make appropriate changes to the schedule as needed.

11/02/2022	12/04/2022	School leaders will provide first Family University night school edition that will engage families and staff with support and strategies for providing the workshops, coaching and supports for developing the whole child.
10/01/2022	06/30/2023	School wide virtual progress monitoring meetings will be held quarterly to provide communication to families regarding progress. These meetings which will be facilitated by the social worker/ classroom teacher and families, are required for families of students who are chronically absent. Attendance data, grades, and participation will all be shared with the family and students during these meetings. Students will know exactly where they stand, and determinations will be made for small group placement and blended learning options during this meeting.
10/01/2022	06/30/2023	School leaders will provide families with mid-year progress reports that identify student's current reading level and current progress across all core subjects.
09/13/2022	06/30/2023	Teachers from K-5 will plan trips and or engage students in learning activities associated with Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.), Social Studies and ELA. Additionally, students will be engaged with the Performing Arts as well opportunities to visit museums to support the aforementioned. Students will engage in activities activities to support Social Emotional Learning.
09/13/2022	06/30/2023	Teachers from K-5 will plan trips and or engage students in learning activities associated with Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M.), Social Studies and ELA. Additionally, students will be engaged with the Performing Arts as well opportunities to visit museums to support the aforementioned. Students will engage in activities activities to support Social Emotional Learning. There is an urgent need to have the following: fulltime art teacher; Fulltime science e-team teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/01/2023	01/31/2023	School leaders meet with teams to analyze enrollment data, remote and blended student attendance trends, and curriculum to enhance/develop a strategic action plan for curriculum planning and student engagement to ensure meeting annual goal.
02/01/2023	06/28/2023	Have weekly attendance team meetings with Attendance Leadership Team to identify, address and develop strategies to improve attendance of remote and blended learning students, reduce chronic absenteeism, and severe chronic absenteeism. Additionally, regularly identify students who are at risk for becoming chronically absent.
02/01/2023	06/28/2023	Instructional leadership team will conduct instructional rounds highlighting effective peer assisted intervention strategies in math instruction.
03/01/2023	04/01/2023	School leader, community partners, parent coordinator will collaborate with local hospitals and community-based organizations to provide a first annual health and wellness expo.
03/29/2023	04/09/2023	School leaders will utilize Class Dojo to provide digital rewards to celebrate increases in attendance, remote learning engagement and punctuality.
04/26/2023	05/21/2023	Implement and monitor structures for communication with parents of remote and blended learning students around attendance and punctuality through parent newsletters.
05/28/2023	06/18/2023	Have field trips in NYC, NYS and out of NYS as incentive for all students with attendance over 90% as well as chronically absent students who demonstrated an increase in attendance in the second half of the year. Trip Examples, Brooklyn Children's museum,, Intrepid, Smithsonian, Liberty Bell in Philadelphia, National Museum of the African American in DC, Weeksville Heritage Museum, Math Museum, Bronx, Central and Staten Island Zoo, Sterling Hill Mines Museum, Howe Caverns, etc ...

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)
10/16/2022	06/30/2023	FAMILY UNIVERSITY	Elle rouge
08/02/2022	08/19/2023	BACK TO SCHOOL BASH	Practice makes perfect

Human Resources	The attendance team consists of the School Leadership, Parent Coordinator, Guidance Counselor, Social Worker, Pupil Accounting Secretary, School Aide, District Attendance Teacher from BCO;
Instructional Resources	Insight Beta and ATS attendance systems
Schedule Adjustments	Meet weekly for 30 Minutes and meet daily for 10 minute check in meetings.
Other Resources Needed	120 hours of additional persession for attendance outreach/ Home visits by the attendance teacher to reduce chronic absenteeism. 60 Hours of per session for a family worker with the specific purpose of making home visits to students who are at risk for chronic absenteeism.

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)
Develop high quality IEPs that address students' academic, social emotional, and related service needs (Occupational Therapy, Physical Therapy, Speech Therapy and Counseling) on time with collaboration from families. During student interviews, students stated that they felt they were able to complete their e-portfolios and use rubrics to guide their work.	100% of all IEPs will be completed by June 2023 Student interviews (2022)	Changes in school scheduling and parental contact have been challenges in completing IEP's on time for the students' in the school.
Professional learning opportunities for teachers in writing high quality IEPs. Students stated that they learned more this year because the breakout room instruction was able to help them understand tough subjects within a lesson.	Qualitative assessment done by Administrator of Special Education of IEP's completed by teachers in school during SY 2023. Student interviews (2022)	Teachers need to have further professional learning around Specially Designed Instruction (SDI) to create High Quality IEPs and their implementation.
Culturally Responsive Education and Equity Self Reflection Student Interviews: 1- Our students expressed that during the COVID pandemic period they missed student to student interactions; 2- Student to teacher and experiential learning process of being in a classroom learning environment with their peers (ex: Science Experiments, Hands on learning activities, field trips which are focused on the topics being learned, opportunities to learn through playing with friends, sports and physical education); 3- Students to have Assemblies again that celebrate achievements in learning and attendance; 4- Students missed the performing arts learning program where they learn teamwork, dance, cultural, utilize math, literacy and artistic skills to create set designs. 5- Students shared that these educational interactions and other interactions inspired them to come regularly to the safe space of school. 6- Additionally, they shared in their student interviews that they missed having someone to talk to such as a school counselor. 7- They also shared that they were not equipped or their parents, to deal with all of the technology concerns that arose in the remote learning process. 8- Students recognized that their teachers had special skills in teaching them (appreciated all the work that their parents did to support them in remote learning but said their parents were not the same as their teachers). 9- Moreover, students shared that they appreciated that they could use technology to learn from wherever they were. 10- Student expressed a need to have the following: fulltime art teacher; Fulltime science e-steam teacher; In day CBO that partners with outside agencies to provide consoling mentoring (decrease chronic absenteeism); K-5 fulltime ICT; Competitive Sports programming	2022 Student Interviews	The students who were interviewed were from SWD, ELLs, and all students across grade levels. Ultimately the root cause of this challenge that students experienced is rooted in the COVID19 pandemic and the lack of preparation that a school system had to provide learning in an untested learning environment.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve All programs, services and recommendations are provided to Students with Disabilities will Increase 20 percentage points, from 75% to 95%, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school’s progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

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 2021			
SEIS IEP Completion Report, By June, 2023, the school will strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the process of analysis and the timely completion, by a 40% increase, from 60 to 100, as measured by all programs, services and recommendations which are provided to Students with Disabilities.	Timely completion of quality IEP's and the interim progress reports to parents/ guardians each marking periods.	50%	25%	50%	95%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/01/2022	10/05/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	This was completed by the school based team and is constantly monitored by the school team and leadership.
09/09/2022	01/29/2023	Develop appropriately rigorous standards-aligned annual goals	There is weekly district wide special education professional learning for the school facilitated by the Administrator of Special Education. School administrators participate in this PD. IEP conferences will be facilitated in a remote atmosphere to support families .
09/09/2022	01/29/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Ensuring a weekly special education protocol is in place to review Individualized Education Plans (IEPs). In conjunction with monthly professional development around writing quality Individualized Education Plans. IEP conferences will be facilitated in a remote atmosphere to support families.
09/09/2022	01/29/2023	Ensure that programs and services mandated on each student's IEP are delivered	Technology support will be taking place both onsite and through virtual office hours to ensure SWD students mandates are being met both virtually and in person. (Ex: SPOC being onsite to correct concerns with technology, and hardware provided to students).
09/08/2022	01/29/2023	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]	This is not applicable since this a PK-5 school.
09/08/2022	01/30/2023	Conduct IEP meetings within specified compliance dates	Ensuring a weekly special education protocol is in place to review Individualized Education Plans (IEPs) of both remote and blended learning students. Teachers will be following timeline protocol to ensure all compliance dates are met. IEP conferences will be facilitated in a remote atmosphere to support families .
09/08/2022	01/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The school is strengthening their current Response to Intervention systems and structures to ensure any referrals to special education are appropriately and timely addressed. IEP referral conferences will be facilitated in a remote atmosphere to support families.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/02/2022	08/19/2022	Back to School Bash	Practice Makes perfect
09/13/2022	06/30/2023	Family University	Elle rouge

Human Resources	All teachers must be knowledgeable about every student in their classes IEP and disabilities. They additionally must differentiate instruction for students to address their needs. All common branch teachers are trained in the content area of mathematics and the appropriate curriculum corresponding to their grade levels K-5, which they teach. There are 12 Teachers (K-5) teaching both Math and ELA. There is one PreK and one 3K teacher..
Instructional Resources	Due to the Individualized education Plan (IEP) instructional resources are specific to each child's needs.
Schedule Adjustments	According to the mandates of the IEPs of each student.
Other Resources Needed	According to the mandates of the IEPs of each student.

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)
2	Team Based Leadership and Collaborative Teams	Instructional Leadership Team, Teacher Teams by grade Level bands (3K-PreK; K-1; 2-3; 4-5)	Small Group	Weekly	yes
2	Progress Monitoring	Progress Monitoring four times a year	Small Group	during school	yes
3	Periodic Assessment of student learning	Periodic Assessment of student learning	Small Group	during school	yes
3	Tutoring of Students (AIS)	Tutoring of Students from grades	Small Group	during and after school	yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
2	all students receive this program	Sanford Harmony SEL program (CASEL approved)	Small group	during	yes
2	Trauma Informed Care (Post Covid)	Circle time with a Social Worker	Small Group	during	yes

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>6</p>
--	----------

<p>Describe the services you are planning to provide to the STH population.</p>	<p>The services: 1-Provide back to school supplies 2-Provide gym uniforms 3-Social Worker Crisis Intervention circle time for students experiencing trauma of living in Temporary Housing Environment 4-Parent Support group for students who live in Temporary Housing (Social Worker Supported) 5-DRONE Literacy STEM program 6-Digital Music and Math Club 7-Virtual Art Club 8-Small Group Tutoring (AIS)</p>
---	---

Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	
--	--

<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	
--	--

<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	
--	--

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. 287 Dr. Bailey K .Ashford 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. 287 Dr. Bailey K .Ashford, 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:	13
Borough:	Brooklyn
School Number:	287

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, Key LAP Member	Everbell Boamong-Bishop
Assistant Principal	Sylvia Wallace-Anderson
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher, Key LAP Member	Kristen Doty
School Counselor	Simone Muschett
Teacher/5th Grade	Shanequa King/
Teacher/Science Specialist	Deborah Taylor
Parent	
Parent Coordinator	
Related-Service Provider	

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	104
Total number of current ELLs at your school:	3
Total percentage (%) of current ELLs at your school:	6.73
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	n/a																0
TBE																	0
TBE																	0
DL	n/a																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**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Stand-alone English as a New Language services are implemented using a heterogeneous model. Stand-alone English as a New Language is implemented to all MLL students, as per CR Part 154, according to their English Proficiency Levels determined by either the NYSITELL or NYSESLAT exams. Students in the standalone model are at the entering and emerging levels. Students are grouped by mixed proficiency level (entering and emerging) and in grade bands no larger than two contiguous grade levels (kindergarten and first grade) per CR Part 154-2. Entering and Emerging level students receive 180 minutes of Stand-alone instruction weekly.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL occurs using the push-in model and occurs with collaboration between the content teachers and the ENL teacher. The ENL teacher is provided with weekly lesson plans in advance and works to assure that ELL students receive proper scaffolds, language support, and tools to help advance their language learning. Depending on the ELP of the student, they receive integrated services matching the mandatory minutes stipulated in the CR Part 154. Currently all students receive push-in services twice a week to satisfy the mandate minutes.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>n/a</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>At the beginning of the school year, and whenever any new English Language Learners transfer into the school, the ENL teacher compares students' ELP levels with the mandated number of minutes to ensure they are providing the required minutes to students. If any students who were previously not in the NYC DOE system enroll, the ENL teacher administers the NYSITELL exam to determine proficiency level. Currently 13K265 has students at the Emerging, Transitioning, Expanding and Commanding (Former ELL) level. Students at the emerging level received 180 minutes of their instruction through a stand alone model and 180 minutes of their instruction through an integrated ENL model. Students at the transitioning level receive 90 of their 180 minutes within a standalone class and the other 90 minutes through integrated ENL services. Students at the expanding level receive 180 minutes of integrated ENL services weekly. Students who are considered Former ELLs (those who tested at the commanding level of the NYSESLAT or special administration of the NYSITELL, due to COVID) receive 90 minutes of integrated ENL services.</p>
---	---

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>100% of our ELL students are classified as newcomers. As with all students, it is especially important to draw on newcomer ELLs prior knowledge and strengths. It is additionally important to connect the patterns of language found in their home language to that of English and explore metalanguage to aid the student in forming linguistic connections and metalinguistic skills, which will aid in acquisition. In the content classrooms, it is important to scaffold material for newcomer ELLs so they are able to engage in the content of the material even if they do not fully grasp the language. In addition to scaffolds, taking a translanguaging stance which values students' multilingualism and multiculturalism. There are currently no Newcomers Students with Inconsistent Formal Education.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>There are no long-term ELLs at 13K287. Because of the grade levels at PS287 which goes up to 5th grade, although we can look at the at-risk indicators that identify possible Long-Term ELLs, it would be unlikely that we ourselves would have Long-Term ELL students, as they are classified as such after being enrolled for 6 years.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>PS287 has no former ELLs in our school.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>For our ELL student in Kindergarten, there is no NYSESLAT Data to analyze. For our other two ELL students we see stronger proficiency in both speaking and listening skills. One student made gains in all modalities and transitioned to a higher level of proficiency. Our other student, who was in kindergarten at the time went down in proficiency levels due to the inclusion of reading and writing on the NYSESLAT, which was not included on their initial NYSITELL test. This illustrates a need to focus on strengthening our ELLs opportunities to improve in both reading and writing.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Because of the grade level of our current ELLs, none of them took additional state assessments last year.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The largest at-risk indicator for our ELLs is that all of our ELLs are newcomers which indicates a need for targeted support to address the unique needs that newcomer ELLs require. Attendance negatively influences ELL achievement.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Two thirds of our ELLs have Spanish as their home language while the remaining third's home language is Albanian. We have teacher support with those who are fluent in Spanish and can communicate with the families of these students in addition to having teachers and administrators aware of the complimentary translation services provided through the DOE. All students take weekly Spanish and French lessons to further emphasize the importance and value of speaking languages other than English both in the school and at home.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>2/3 of our ELL students are Black, Hispanic students, while 1/3 of our ELL students are non-hispanic, white students. While planning ahead for curricular units, all teachers reflect on the 3 principles of a Culturally Responsive and Sustaining Education framework: Welcoming and affirming environment, high expectation and rigorous environment, and inclusive curriculum and assessment. Additionally, teachers and administrators pursue the 4th principle of ongoing professional learning during professional development workshops.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>There are no ELLs with IEPs or SIFE who are ELLs. Because none of our ELL students have an IEP or are considered a SIFE, there are no trends reflected in these subgroups to analyze .</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ILT team creates instructional decisions with all subgroups in mind, including MLL/ELL students. PS287 relies on principles of instruction which include best practices that also support ELL students. Curriculum programs, such as HMH Into Reading content, which is used by the content teachers includes additional areas of support for ELLs including best tactics, scaffolds, graphic organizers, and additional areas which target language development.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>PS287 uses both standalone and integrated models within the ENL program. The ENL teacher and content teachers work collaboratively to ensure that ENL methodologies which support language development are included in the core curriculum. All ELLs are instructed in English using many different practices including scaffolding, graphic organizers, illustrations modeling, bridging, schema building, text representation and models such as total physical response, and cognitive academic language learning approach. The ENL teacher and core content teachers draw from the Next Generation Learning Standards to guide their instruction and ensure that by using the aforementioned and additional translation tools when necessary ELLs can access the content alongside their English as a home language peers. PS287 is additionally beginning the path towards becoming an International Baccalaureate school. Emphasis on multilingual classrooms, language agreements, language development and scaffolds for MLs/ELLs is built into the program and will foster a sense of pride and community amongst all learners in regards to multilingualism.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Teachers use a variety of strategies to provide access to academic content areas and accelerate English language development. In addition to scaffolding and differentiation techniques for all students, teachers alternate strategies depending on the ELL subgroup for which they are teaching. This may include but is not limited to dual language literature, automated translation services, translanguaging tactics, emphasis on morphological connections, manipulatives, multiple modes of input and expression, visual scaffolds, language dives and additionally remain aware of current trends of best practices which provide access to academic content.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>While there are currently no ELLs with IEPs, were that to change, PS287 would ensure that all teachers abide by ELL students IEPs in order to support goals in language acquisition and general academic progression.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At the beginning of the year, in addition to NYSITELL when necessary students are given a variety of screening assessments in order to assess their current level of reading and math abilities and guide instructional planning. These assessments include iReady in both reading and math, Measure of Academic Progress (MAP) assessments in both reading and math, and a running records assessment wherein students' reading level is assessed according to the Learning A-Z reading text leveling system. A combination of these assessments is used to draw teacher and administrator awareness to students' strengths and target early on areas that may require intervention.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>At PS 287 we use the RTI model for learning interventions. Tier 1 is the instructional core in which we incorporate high-quality evidence-based instruction for all students. Based on students' individual needs we differentiate instruction, provide English language development instruction, and promote vocabulary development for ELLs especially during ENL Integrated class. All students, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The very first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the students and their teaching instruction. The standardized tests (NYS ELA and NYSESLAT) also assess ELL's literacy needs so that we could use that data to guide instruction and to provide support structures inside and outside of the classroom. In addition to standardized tests, the ELL Data and Analysis Tool provides us with more in-depth information about students. This report can be used to consider a student's years of service, SIFE status, hold over status, or SWD's. The RFSF report in ATS is also providing some essential information on students that could be used for evaluation. It contains biographical data, language proficiency levels, and details of program choice for each student. At Tier 2, students receive some extra support. They are put into small groups according to their reading level, and the teachers use Guided Reading instruction to help students to process texts with the increasing levels of difficulty. Twice a week, tutors from Practice Makes perfect work with individual students to meet their needs and to ensure their progress towards proficiency. If students do not show much progress, teachers with administrators meet to identify and discuss the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional research-based intervention strategies and special education services.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>At PS 287 we use the RTI model for learning interventions. Tier 1 is the instructional core in which we incorporate high-quality evidence-based instruction for all students. Based on students' individual needs we differentiate instruction, provide English language development instruction, and promote vocabulary development for ELLs especially during ENL Integrated class. All students, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The very first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the students and their teaching instruction. The standardized tests (NYS ELA and NYSESLAT) also assess ELL's literacy needs so that we could use that data to guide instruction and to provide support structures inside and outside of the classroom. In addition to standardized tests, the ELL Data and Analysis Tool provides us with more in-depth information about students. This report can be used to consider a student's years of service, SIFE status, hold over status, or SWD's. The RFSF report in ATS is also providing some essential information on students that could be used for evaluation. It contains biographical data, language proficiency levels, and details of program choice for each student. At Tier 2, students receive some extra support. They are put into small groups according to their reading level, and the teachers use Guided Reading instruction to help students to process texts with the increasing levels of difficulty. Twice a week, tutors from Practice Makes perfect work with individual students to meet their needs and to ensure their progress towards proficiency. If students do not show much progress, teachers with administrators meet to identify and discuss the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional research-based intervention strategies and special education services.</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>As aforementioned, the screener assessments (iReady, Map, Reading A-Z) that we rely on to address early intervention and guide instructional planning are incorporated throughout the year, so we are able to get an accurate picture of student growth. This also helps us see areas where individual and multiple students are struggling so we are able to place the appropriate attention and scaffolding where needed to assist students in development and knowledge of the material.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The ENL teacher conducts the Home Language Survey and engages with the enrollment process for MLs/ELLs. The administration alerts the ENL teacher when a new arrival has come to PS287 in order to ensure that the enrollment process is completed in a timely manner. We follow the mandated steps for all potential ELLs/MLs, including administering the Home Language Survey and if deemed necessary the NYSITELL and Spanish LAB.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Summative assessments that PS287 uses include the NYSESLAT, ELA and Math tests. It additionally includes teacher created summative assessments both within the content classroom and ENL classroom. Summative assessments also draw from the continuing diagnostic assessments that take place throughout the year to ensure the appropriate growth of ELL/ML students. Additionally, all students create an e-portfolio where they showcase their work from the entire year and analyze their own learning. This aids in forming curricular decisions for future units and instructional design as well as enabling students a time for self-reflection of knowledge and skills.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>NYSESLAT administration is a collaborative effort on behalf of the ENL teacher, administrators, the speech and language teacher and content teachers. No ENL teacher administered or scored the speaking and writing portions of the NYSESLAT. Cathryn Brown, the speech and language teacher administered and scored the speaking portion of the NYSESLAT. Ms. Brown along with Shanequa King and Anastasiya Kravchuck, the fourth and third grade content teachers respectively, scored the writing portion of the NYSESLAT. No teacher scored a writing session of their own student and no teacher scored more than one writing session answer per student as per guidance. ELLs continue to receive mandate services during the testing period as required. Licensed teachers and administrators assist in aspects of the NYSESLAT administration to ensure this occurs.</p>
--	--

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>There are currently no ELL students with IEPs at PS287. However, were this to change, the ENL teacher would review their IEP and converse with the ICT and content teachers to assure that the student would be receiving complementary ENL services which corresponds to their IEP.</p>
<p>b. SIFE</p>	<p>There are currently no ELL Students with Interrupted Formal Education at PS287. However, were this to change the content teachers and ENL teacher would use the Bridges to Academic Success SIFE Manual provided by NYSED to ensure that all curriculum and content is accessible, relevant and SIFE students are able to bring their diverse experiences and prior knowledge into the classroom just as all other students are.</p>
<p>c. Newcomer</p>	<p>100% of our ELL students are Newcomer ENL students. As with all students, it is especially important to draw on newcomer ELLs prior knowledge and strengths. It is additionally important to connect the patterns of language found in their home language to that of English and explore metalanguage to aid the student in forming linguistic connections and metalinguistic skills, which will aid in acquisition. In the content classrooms, it is important to scaffold material for newcomer ELLs so they are able to engage in the content of the material even if they do not fully grasp the language. In addition to scaffolds, taking a translanguaging stance which values students' multilingualism and multiculturalism. As with all students, we draw on the strengths that newcomers bring with them and celebrate the knowledge and cultures that they bring to our community.</p>
<p>d. Developing</p>	<p>There are currently no developing ENL students at PS287.</p>

e. Long Term	There are currently no LTELLs at PS287. Because PS287 is an elementary school that does not go past the 5th grade and LTELL status is defined as students who have received English language supports for six years or more without scoring at the commanding level on the NYSESLAT, we would not know the status of an LTELL until they enter 6th grade. However, were a student to stagnate at their English Proficiency Level for multiple years, the ENL and content teachers would put into place targeted intervention to aid the student's language development. Additionally, teachers would discuss additional aids the student may need to ensure growth.
f. Former ELLs up to two years after exiting ELL status	While there are currently no former ELLs at PS287. Former ELLs would continue to receive ENL support for at least 90 minutes weekly for two years after exiting ELL status according to CR part 154. Furthermore, the ENL and content teachers are alert for any signs that former ELLs may need additional support and work to continue increasing their language skills and awareness.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	While there are no dual language or transitional bilingual classrooms at PS287, the ENL teacher makes sure to draw on student's prior language and cultural knowledge to inform instruction that is linguistically and culturally relevant to our MLs/ELLs. Translanguaging, connecting home language to English morphologically, and encouraging a continued engagement with reading texts in the students' home language all take place within the classroom.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	n/a this is an elementary school (PK-5)

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.	Content teachers participate in mandatory Professional Development sessions, which include best practices as they relate to ML/ELL academic and social emotional needs. The ENL teacher attends PDs to stay up to date on policy and new and best practices as it relates to promoting the academic and social well being of our MLs/ELLs.
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).	Staff members will continue to attend CTLE credit professional development series specific to best practices surrounding ELL/MLL learners. The ENL teacher, as aforementioned, will conduct additional schoolwide PDs to ensure that all staff are aware of the needs and best practices to support ELL/MLL students. In addition to attending professional development, the ENL teacher additionally attends Brooklyn North MLL policy and coordinator working groups which meet consistently throughout the school year.

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.	PS287 work diligently to ensure that all families are able to feel empowered. Measures like Town Hall, Family University, PTA, create a sense of community that goes beyond the mandated meetings and orientations. The ENL teacher and all content teachers work collaboratively to ensure that ML/ELL families receive the same level of engagement as all of our parents. Additionally, research into complementary language services are provided with ML/ELL families if they express interest in learning English.
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.	The ENL teachers keep in contact with ENL/MLL families throughout the year, not only at parent-teacher conferences and parent-orientation. The ENL teacher makes sure that families are contacted in their home language to be kept informed of their child's progress and needs.

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>As PS287 has experienced blended, in-person, and remote learning this last year because of shutdowns from COVID-19, we are prepared to offer all the aforementioned supports to MLs/ELLs both synchronously and asynchronously. The school, as alluded throughout the LAP, integrates technology seamlessly into all of our classroom learning and this is further aided by technological platforms such as Peardeck, EdPuzzle, MobyMax, iReady, Jamboard, and CommonLit, among others, which offer additional online supports to MLs/ELLs. When necessary a flipped classroom model is implemented to ensure that all students are receiving mandatory minutes and progressing in their language development.</p>
--	---

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>ELLs/MLs participate in the array of activities that PS287 has to offer to all students. Early morning breakfast club, run by school librarian: Christina Johnson Afterschool clubs: run by multiple school staff. Friday morning Town Hall, run by School Guidance Counselor: Simone Muschett Girls Groups run by School Guidance Counselor: Simone Muschett and Bilingual Educational Assistant : Marjudith Martino. Social Emotional Circle Time run by School Guidance Counselor: Simone Muschett and Bilingual Educational Assistant English: Marjudith Martino as well as all content teachers.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>When a new student enrolls at PS287 (or graduate from Pre-K) if not already within ATS, a home language survey is provided to the family. If the primary language spoken at home is a language other than English, an interview is conducted with the family of the student in the student’s home language using official translation services. The NYSITELL is then administered to students. If the student has an IEP this is done in accordance with their IEP. It is then determined based on the results of the NYSITELL whether the student requires ELL services. If so, the family is alerted to this fact and contacted by the administration and ENL teacher to discuss what this means for the student and family. ENL Teacher: Kristen Doty School Business Manager: Tanya Johnson Education Administrator: Sylvia Hall Principal: Everbell Boampong-Bishop Assistant Principal: Sylvia Wallace-Anderson</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents’ awareness of language assistance services, and school’s self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Sylvia	Hall	Education Administrator	Needs to occur	No	Yes
Kristen	Doty	ENL Coordinator	2022	Yes	No
Emilia	Espinal	Paraprofessional	Needs to Occur	No	No

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

First Name	Last Name	Title

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	1	0.52	0	0
Bengali	3	1.55	3	1.56
Chinese Any	2	1.04	2	1.04
English	180	93.26	180	93.75
Spanish	7	3.63	7	3.65

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	2	2
Haitian Creole	1	1
Chinese	1	1
Ukrainian	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Parents have a right to communicate in their native language, as informed on the welcome signs provided by the Translation and Interpretation Unit Resources on Infohub. Upon registration for the first time into the DOE system the enrollment team, composed of the enrollment secretary and ENL coordinator, aids parents with registering and completing the Home Language Identification Survey for their child, this includes part 3 of the survey which indicates parents/caregivers oral and written language preferences. Additionally parents fill out contact emergency cards which are collected and stored within the main office. Within the cards, parents re-identify the language they prefer to communicate in. The RHLA and RCPL reports in ATS inform us the preferred language of both oral and written communication.</p>
---	---

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Home Language Identification Survey	Distributed at the initial intake meeting and throughout the year as needed	These documents are translated in to home languages by the DOE and downloaded from the DOE website
ELL Compliance Documents: Parent Notification Letter	Distributed within the first 10 days after the student's enrollment	Downloaded in parents' preferred language from the DOE website
School Closings/Holiday Announcements	Distributed in the days prior to school closing	Templates downloaded in preferred language from the DOE website
Parent-teacher conference announcements	Distributed in September, November, March, and May	Templates downloaded in preferred language from the DOE website
Permission Slips	As Needed	Pre-existing, fillable, multilingual permission slips, that were provided by the T&I Unit are housed in the Multilingual Google Drive folder. Staff are able to print the slip and populate them with the current information. For additional and/or translations that are not already available staff will use the T&I translation unit or if necessary an automated translation tool.
Test Notifications	Distributed prior to testing dates	Test notifications will be translated using pre-existing translations housed in the NYC DOE InfoHub, making use of the T&I Units translation services or by multilingual staff.

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.
Enrollment and registration meetings.	Enrollment takes place in September, or throughout the year as new students register.	When possible, oral interpretation services are provided by qualified staff members. When necessary, translation occurs over the phone via the services provided by the Translation and Interpretation Unit. This can be done via speakerphone or over zoom to accommodate parents.
Initial ELL Parent Orientation	September, or throughout the year as new ELL students register	When possible, oral interpretation services are provided by qualified staff members. When necessary, translation occurs over the phone via the services provided by the Translation and Interpretation Unit. This can be done via speakerphone or over zoom to accommodate parents.
Open House and Parent-Teacher Conferences	September and March	When possible, oral interpretation services are provided by qualified staff members. When necessary, translation occurs over the phone via the services provided by the Translation and Interpretation Unit. This can be done via speakerphone or over zoom to accommodate parents.
Informal Parent Meetings	Ongoing as needed, during scheduled office hours which vary by teacher, via appointment.	When possible, oral interpretation services are provided by qualified staff members. When necessary, translation occurs over the phone via the services provided by the Translation and Interpretation Unit. This can be done via speakerphone or over zoom to accommodate parents.
IEP Meetings	Ongoing as needed	When possible, oral interpretation services are provided by qualified staff members. When necessary, translation occurs over the phone via the services provided by the Translation and Interpretation Unit, which are equipped to translate for IEP and 504 meetings. This can be done via speakerphone or over zoom to accommodate parents.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school-wide emergency, the family will receive a phone call using the DOE translation services or by a fluent staff member according to our knowledge of the family and the contact emergency cards stored in the main office.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Regarding student-specific events, parents will be contacted in their preferred language by DOE translation services or a fluent staff member. Depending on the event a translated written document may be sent to the parent as well, this will be completed using online translation services, multilingual staff members, or T&I translation services as appropriate.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Parents will have been made aware of their language and translation rights at the beginning of the school year. If a parent calls the school and requires translation, the school will place a third party call out to the DOE provided translation services, unless in-house staff members who are fluent in the home language are available.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Every staff will receive a copy via staff email. Additional physical copies will be kept in the main office and in the ENL teachers classroom.
Over-the-Phone Interpretation Desk Aid	Every staff will receive a copy via staff email. Additional physical copies will be kept in the main office and in the ENL teachers classroom.
Language Access Handbook	Every staff will receive a copy via staff email. Additional physical copies will be kept in the main office and in the ENL teachers classroom.
T&I Unit InfoHub Link	Every staff will receive a copy of the link via staff email.
Multilingual Google Drive	The multilingual Google Drive is shared with the staff via email at the start of the year. Every staff member has access to the drive which includes files including, but not limited to, multilingual media consent forms, multilingual permission slips, A PDF of the OTP interpretation directions. It additionally includes links to the Forms and Letters in All DOE Languages InfoHub, the Language and Interpretation homepage, the Translation and Interpretation Unity Document Request Form, The IEP Translation Request Form, and a NYC DOE Language Access Resource Spreadsheet with further resources and information.

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The Language Access Coordinator will be trained on all policies and procedures, per Chancellor's Regulation A-663. The LAC will turnkey information to school personnel during staff development to ensure all staff are aware of proper procedures. All staff have been provided with copies of over-the-phone translation services via email, this includes the steps to obtain an interpreter provided by the Translation and Interpretation Unit. Additionally, all staff will receive a copy of the Language Access Handbook, of which additional copies will be kept in both the main office and the ENL teacher's classroom as reference for all staff.</p>
--	---

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>Multilingual welcome signage, available through the Language Access Handbook, is apparent upon entering the building. Parents receive a copy (physical or virtual) of the Parents Bill of Rights in their preferred language as indicated on the HLIS Part 3. They additionally receive a copy of the Parent’s Guide to Language Access provided by the T&I. Videos, which have been outfitted with closed captioning services, will also be made available to help walk them through translating the DOE webpage into their preferred language. Teachers and parents who are not aware of apps to aid in translation (such as Google Translate and Talking Points) will be alerted to access of multilingual texting communication services. The NYC Public School Guidebook will be made available to parents in their preferred language when possible, according to Part 3 of HLIS. Additionally any brochures or flyers will be translated to ensure equitable linguistic access. This will be done in house or through translation services provided by T&I.</p>
---	---

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Parents will be provided with the Language Access Parent Survey in order to gather information on ways to improve access for our multilingual families. Additionally the ENL teacher will collect feedback from limited-English-proficient parents in a yearly ENL reflection survey and through informal meetings with parents which take place throughout the year.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>PS287 takes all feedback gathered through the multiple outlets listed above and applies it as necessary to improve our community for multilingual families.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>1- Professional Learning Communities (PLC's) provided training and development opportunities for ELA, Math, Attendance(CA), IEP development, and creating a school culture that is a supportive environment. PLC's are found in vertical and horizontal teacher teams, the instructional leadership team, attendance team, crisis intervention team, professional development team, special education team. 2- Instructional Coaches will: Help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or co-teaching. Coaches will lead teachers in further developing their skills in data literacy and supporting this skills application to develop high quality learning environment for students, improve lesson planning and lesson delivery. 3-Data: Instructional Coaches will lead conversations that assists teachers in analyzing data and then applying the data to strengthen instruction. ELA and Math</p>
--	--

Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>Not Applicable</p>
---	-----------------------

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$106,696	x	Math, ELA, CA, Quality IEP, Supportive Environment
Title I, School Improvement 1003(a)	Federal	\$37,000	x	Math, ELA, CA, Quality IEP, Supportive Environment
Title II, Part A	Federal	\$17,229	x	Math, ELA, CA, Quality IEP, Supportive Environment
Title III, Part A	Federal	\$0.00	x	N/A
Title III, Immigrant	Federal	\$0.00	x	N/A
Title IV, Part A	Federal	\$7,430	x	Math, ELA, CA, Quality IEP, Supportive Environment
Tax Levy (Fair Student Funding)	Local	\$927,298	x	Math, ELA, CA, Quality IEP, Supportive Environment

Explanation/Background

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

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

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

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

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

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

Support implementation of school improvement plans that aims to improve instruction and address the identified needs

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

specific attention to the achievement of its subgroups and disproportionality.

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal

Implementation of Community School Core Features & Components

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

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment

on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
 - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
 - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
 - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-