

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	23K446
School Name	Riverdale Avenue Community School
Principal	Tawana Vasquez

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Riverdale Avenue Community School PS 446
District Borough Number (DBN):	23K446
Grades Served:	3K – 5 th
School Address:	76 Riverdale Avenue Brooklyn NY 11212
Phone Number:	718-485-1679
Fax:	7184851768
School Contact Person:	Tawana Vasquez
School Contact Person Email Address:	Tvasquez@schools.nyc.gov
Principal:	Tawana Vasquez

United Federation of Teachers (UFT) Chapter Leader:	Ashanti Shaheed
Parents' Association President:	Hope Ingram
SLT Chairperson:	Ashanti Shaheed
Title I Parent Advisory Council Chairperson (PAC):	Amanda Paton
Student Representative(s) Middle /High School:	NA
Student Representative(s) Middle /High School:	NA
Community Based Organization (CBO) Representative:	Partnership with Children
School-Based Students in Temporary Housing (STH) Liaison:	Amir Brann

District Information

Geographic District:	23
Superintendent:	Dr. Miatheresa Pate
Superintendent's Office Address:	1784 Park Pl, Brooklyn, NY 11233
Superintendent's Email Address:	mpate@schools.nyc.gov
Phone Number:	718-485-1679
Fax:	7184851768

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	
Tawana Vasquez	Principal or Designee*		
Ashanti Shaheed	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Kersha Maximin	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Vaughn Williams	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Christine Connors	Member/Staff		
Lirayma De los Santos	Member/Staff		
Latisha Williams	Member/Staff		
Stacey Grubb	Member/Staff		
Tricia Bartholomew	Member/Parent		
N/A	Member/		
N/A	Member/		
N/A	Member/		
N/A	Member/		

<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>The Riverdale Avenue Community School is a 3K-5th grade elementary school located in Brownsville Brooklyn. We serve approximately 309 students. Many students "loop" with their teachers, fostering trusting and nurturing relationships between students, staff and families over years. Student agency and honoring diversity is essential to our school culture. The Riverdale Avenue Community School is committed to fostering a generation of children who know their identities are something to celebrate and honor. Students and teachers are partners in learning and growing. As a Teachers College School, staff participate in professional development throughout the year. We also partner with Solved Consultancy to examine our math practices to target areas of growth for both staff and students. We are fortunate to have several partnerships supporting our work with our students and families. This list will grow throughout the school year. Partnership with Children is a social service agency committed to ensuring the social and emotional well-being of all children and youth. Partnership with Children works with families to support student needs inside and outside of school. NY Edge provides after school care and activities for students in grades Kindergarten through Grade 5.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Teachers College Reading and Writing	NA
ELA	K-2	Foundations	NA
Mathematics	K-5	Envision Math	NA

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students must know all letters and have pre-reading skills developed prior to entering the first grade.	As noted in 2022 Spring Acadience reports, 8% of Kindergarten students are meeting or exceeding grade level benchmarks. This shows the vast majority of students are leaving kindergarten significantly below benchmark.	Teacher development in phonics and emergent reading skills is not proficient.
Stronger structures for screening and intervention in the lower grades.	23% of students in grades K-1 did not meet the minimal year's growth benchmark as noted between the Fall and Spring 2021-2022 Acadience assessment window. Students with IEPs in grades K-1 made the least progress with less than six months of progress per academic year.	Improved intervention systems to address early reading deficits
Alignment between multiple measures of assessment	Student performance in MAP, iReady, and Running Records often indicate inconsistencies in performance across all each assessment.	Norming of Running Records for student responses to questions and retell/summarization.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	28%	By June, 2023, Elementary/Middle School ELA for All Students will increase 10%, from 28% to 38%, as measured by NYS Exam Results.
All Students	23	By June, 2023, Elementary/Middle School ELA for Kindergarten and 1st Grade Students will increase 10%, from 23 to 33, as measured by Acadience.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady	% of students performing at or above level	28	28%	32%	38%
Map Growth Assessment	% of students performing on or above grade level	20%	25%	27%	30%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/30/2022	Unpack the Social Justice Standards and align the standards to our literacy unit mapping. Establish expectations for alignment between social justice standards and Next Generation standards. Develop our area of focus in ELA for the 2022-2023 school year. Begin professional development in alignment with CRSE.
10/03/2022	12/09/2022	Administer and analyze MAP diagnostic assessment (K-5). Facilitate professional development series in teacher understanding of the MAP diagnostic to inform small group support, revision of the unit maps and school-wide shifts in ELA.
10/19/2022	01/30/2023	Progress monitor effectiveness of whole class, small group and 1:1 targeted instruction-- review of curriculum based end of unit assessments, instructional rounds, class observations.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/04/2023	Teachers will continue to participate in learning communities exploring standards based teaching and best practices in ELA. Progress monitor for alignment to standards based instruction and identified best practices during observation cycles.
02/15/2023	05/28/2023	Continue to use our data chat protocol to monitor student progress. Revise our school-wide area of focus as needed.
02/22/2023	06/07/2023	Highlight highly effective teacher practices within the school community and organize intervastation cycles and teacher led professional learning communities.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2021	12/23/2021	Conduct monthly Townhall meetings where families are provided updates regarding administration of the assessments. Facilitate workshops on how to analyze data to make meaning of the data. Facilitate monthly workshops aligned to areas of focus in ELA.	Partnership with Children
01/03/2022	06/24/2022	Conduct family surveys to identify high need workshops for families, post events targeted to supporting students with instructional strategies that are implementable at home, prepare families for 3-5 state tests by sharing mock test results and make recommended home-school connections.	Partnership with Children, Teachers College, Solved Consulting.

Human Resources	Teachers and Coaches will need to organize, facilitate, and participate in family workshops. PWC will be utilized for family outreach to increase attendance. Teachers College staff developers will support the school in creating rich and robust workshops for families.
Instructional Resources	Teachers College Reading and Writing curriculum resources, iReady / Imagination Learning Supplemental software, Leveled Literacy Intervention System
Schedule Adjustments	These events will be held after school or prior to school hours.
Other Resources Needed	NA

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)
Students in K-2 are struggling with math fluency.	Spring MAP data for students in K-2 reveals that students are struggling with addition and subtraction math facts.	Students are not provided with enough fluency building opportunities within the instructional block.
Increased proficiency in math performance in grades 3-5	Spring 2022 MAP indicates 12% proficiency in grades 3-5.	We need a stronger and more defined math intervention system
Problem solving strategies	MAP data reveals that Operations and Algebraic Thinking is an area of opportunity that students continue to struggle with.	We need to improve teacher practices around mathematical discourse and actionable feedback to students that will result in improvement in their process.

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	13	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 13 to 23, as measured by NYS Mathematics Exam.
All Students	12	By June, 2023, Elementary/Middle School Math for All Students in Kindergarten through 2nd Grade will Increase 10%, from 12 to 22, as measured by MAP Assessment.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady	% increase in the number of students performing at or above level	13%	13%	18%	23%
Map Growth Assessment	% will increase in the number of students performing at grade level	MAP Assessment	27%		

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	09/27/2022	Engage stakeholders in identifying and understanding our area of focus in mathematics for the 2022-2023 school year.
09/30/2022	11/13/2022	Administer Beginning of Year iReady assessment (K-5). Facilitate professional development opportunities to support teacher understanding of the data to inform small group support, revision of the unit maps and school-wide shifts in mathematics.
10/01/2022	12/18/2022	Progress monitor effectiveness of whole class, small group and 1:1 targeted instruction-- review of curriculum based end of unit assessments, instructional rounds, class observations.
01/20/2023	01/29/2023	Administer and analyze Winter iReady data (K-5).

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?)
02/10/2023	05/28/2023	Teachers will continue to participate in mathematical learning communities exploring standards based teaching and best practices in mathematics.
02/08/2023	06/04/2023	Continue to use our data chat protocol to monitor student progress. Revise our school-wide area of focus as needed.
03/01/2023	06/07/2023	Facilitate teacher-led professional development aligned to area of focus.
05/15/2023	06/15/2023	Administer and analyze iReady Spring assessment (K-5).

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/23/2022	Conduct monthly Town Hall events where families are provided updates regarding administration of the iReady assessment. Facilitate a workshop on how to analyze student data so families can make meaning of the data.	Partnership with Children
01/03/2023	06/24/2023	Conduct family surveys to identify high need workshops for families. Host events targeted to supporting students with instructional strategies that they can implement at home. Prepare families in 3-5 for the NYS exams by sharing alignment with Map and NYS exams.	Partnership with Children, Teachers College and Solved Consultancy

Human Resources	Teachers and coaches will need to organize, facilitate and participate in family workshops. Partnership with Children will be utilized for outreach. Support from our staff developers in creating rich and engaging parent workshops.
Instructional Resources	Envision math resources, I-Ready/Imagination Learning supplemental software.
Schedule Adjustments	These events will be held afterschool and prior to school.
Other Resources Needed	

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)
Student Led Discussions.	Teacher observations in 2021-2022 reveal that students were not provided with opportunities to engage with one another in discussion or question asking. Discussion was primarily teacher to student.	Teacher practice
Opportunities for peer and self- assessment with the opportunity for students to engage in the evaluation criteria.	Although 3d has improved overall as a result of increased teacher assessment and feedback; teachers struggle to create systems in their practice to facilitate self and peer evaluation.	Teacher practice

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	79	By June, 2023, practices related to Peer Support for Academic Work will improve 11%, from 79 to 90, as measured by positive NYC School Survey responses, resulting in improvement of differentiated challenging work for all student populations.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
NYC School Mock Survey	% of students who indicate positive peer support for academic work	2022 NYC School Survey	87%	88%	90%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/15/2022	08/30/2023	Improve grade aligned processes and protocols for student assessment and feedback.
09/09/2022	09/27/2022	Review and norm protocols for peer student assessment and feedback with staff and students.
10/01/2022	01/15/2023	Administrators will conduct learning walks to monitor implementation and provide feedback on utilization and effectiveness of peer student assessment and feedback protocol
01/15/2023	01/30/2023	Administrators will administer mock survey to get feedback on effectiveness of the peer student assessment and feedback protocol.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/15/2023	Based on analysis of survey results, if applicable, administrators will make adjustments to the peer student assessment and feedback protocol.
02/16/2023	06/15/2023	Conduct school-wide cycles of intervisitation to ensure that school-wide norms are consistent and best practices are place.
04/01/2023	04/15/2023	Administrators will administer mock survey to get feedback on effectiveness of the peer student assessment and feedback protocol.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/24/2022	Conduct a parent workshop on the importance of self-evaluation and assessment and provide parents copies of rubrics and checklists that students should be using when assessing their own work so that parents can use consistent procedures at home.	
01/03/2023	06/24/2023	Conduct a parent workshop on the importance of self-evaluation and assessment and provide parents copies of rubrics and checklists that students should be using when assessing their own work so that parents can use consistent procedures at home.	

Human Resources	Teachers
Instructional Resources	Student rubrics and checklists from the Teachers College and Envisions curriculums
Schedule Adjustments	Teachers schedules will be modified to accommodate intervisitation schedules on a monthly basis
Other Resources Needed	NA

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)
Decrease chronic absenteeism by targeting students with individualized supports.	Insight Attendance Tracker reveal 45% of students are considered chronically absent in the 2021-2022 school year.	Inconsistency in targeting students while in the "at-risk" category.
Increase overall school attendance	Insight Attendance data reveals overall school attendance is 87% for the 2021-2022 school year.	Inconsistent outreach to at-risk and chronically absent students
Tracking at risk students across multiple school years. This will assist us in screening students and providing targeted interventions across years.	Data reveals that students who have a history of chronic absenteeism or "at risk" categorization repeat these trends year to year.	Inadequate interventions to support and sustain successful attendance

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	45	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%, from 45 to 35, as measured by Insight Chronic Absenteeism Rate.
All Students	87	By June, 2023, Chronic Absenteeism for All Students will Increase 3%, from 87 to 90, as measured by Insight Overall Attendance Data.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
ATS RBID Report	% of students who are chronically absent	45	45% Chronically Absent	30%	35%
Insight Attendance Tracker	% of students who are chronically absent	87	87% Attendance of Chronically Absent Students	89%	90%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/15/2022	08/30/2022	Review and revise school-wide attendance policy aligned to the DOE and district expectations.
09/01/2022	09/10/2022	Continuous development of attendance team leader with a weekly scheduled meeting time.
09/13/2022	01/15/2023	Share the expectations school-wide during staff meeting and weekly to ensure consistency in attendance keeping measures and provide specific feedback to teachers not alignment with school expectations.
10/01/2022	01/15/2023	Identify at-risk students, engage all stakeholders in the planning of interventions (teacher, parent, attendance lead, parent coordinator), and establish pre-determined check in periods to monitor.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/04/2023	Progress monitor effectiveness of Attendance Team. Review team meeting notes and meet weekly with the Attendance Team leader exploring trends and gaps in our attendance systems.
03/01/2023	06/18/2023	Continue to implement tiered responses to attendance concerns. Examples include home visits with staff and admin, guidance outreach, etc.
02/22/2023	06/18/2023	Facilitate a series of family workshops exploring chronic absenteeism and the effects on children's academics and social/emotional wellness.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/23/2022	Conduct Back to School Orientation and Monthly events, examine data and priorities aligned to attendance. Monthly Attendance Award ceremony. Introduce the grade wide attendance team point of contact to families. Collect current phone numbers and emails for all families.	Partnership with Children
01/03/2023	06/24/2023	Conduct Monthly events, examine data and priorities aligned to attendance. Monthly Attendance Award ceremony. Introduce the grade wide attendance team point of contact to families. Collect current phone numbers and emails for all families.	Partnership with Children

Human Resources	Teachers and Partnership with Children
Instructional Resources	Insight Data Platform
Schedule Adjustments	Weekly Attendance Team Meeting
Other Resources Needed	NA

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)
Students with Disabilities need clear and aligned IEPs that outline specially designed instruction that is informed by data so that they can achieve their IEP goals	2 teachers reported that they disagree that they have the ability to develop appropriate IEPs for their students based on 2021-2022 school survey data	Professional Learning

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)	93	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will increase 7% from 93% to 100% of teachers reporting that they agree/strongly agree that they are able to develop appropriate IEPs for their students with disabilities as measured by School Survey.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Program Service Report	% of students receiving IEP services and programs	85%	90%	92%	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?)
09/29/2022	01/29/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Weekly SIT team meeting reviews initial, reevaluation, and triennial cases and uses continuum to identify least restrictive environment and services for students.
09/29/2022	01/29/2023	Develop appropriately rigorous standards-aligned annual goals	Special Education teachers receive professional development around priority standards and IEPs are reviewed prior to finalization.
09/29/2022	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	Select a sample of IEPs to review during the mandated IEP review process and provide feedback to teachers when appropriate
09/29/2022	01/29/2023	Ensure that programs and services mandated on each student's IEP are delivered	Weekly SIT Team Meetings and Bi-Weekly Related Service Provider meetings identify programming or attendance concerns for all SWDs.
09/29/2022	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]	NA
09/29/2022	01/29/2023	Conduct IEP meetings within specified compliance dates	Dedicate time in weekly SIT team meetings to case planning for initials, reevaluations, and triennials to ensure all participants are completing their responsibilities and on track to hold meeting within compliance. Special Education Liaison schedules all annual reviews at least 30 days prior to compliance date and sends reminders two weeks out to ensure annuals are hosted within compliance.
09/29/2022	01/29/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Review initial referral requests in the weekly SIT team meeting with psychologist and instructional staff prior to continuing process and ensure teacher has implemented behavioral or instructional intervention strategies. Teachers participate in Student Support Team to collaboratively plan interventions for struggling students with colleagues.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/23/2022	At IEP meetings we will have a collection of resources for families to use in understanding their child's IEP process and performance levels. There will be an assigned special education point of contact that families know they can reach with special education questions.	
01/03/2023	06/24/2023	At IEP meetings we will have a collection of resources for families to use in understanding their child's IEP process and performance levels. There will be an assigned special education point of contact that families know they can reach with special education questions.	

Human Resources	Psychologist, Social Workers, Special Education Teachers, General Education Teachers, Paraprofessionals
Instructional Resources	Next Generation Learning Standards, Assessment Data Equivalency Tools
Schedule Adjustments	NA
Other Resources Needed	NA

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

Academic Support

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

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	1 year below grade level	Targeted instruction to meet skill gaps	Small Group	During school	No
Tier 2	1 year below grade level	Supplemental instruction	One to one	During school	Yes
Tier 3	2 years below grade level	Leveled Literacy Intervention	Small Group	During School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	3 or more incidents	Skills Group	Small Group	During School	No
Tier 3	3 or more incidents within a month	At-Risk Counseling	One to One, Small Group	During School	No
Tier 3	Special Education Eligibility	Mandated Counseling	Group or Individual Counseling	During School	No

Students in Temporary Housing (STH) Support

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

your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>27</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>We have a Community Associate specifically for the STH population and an STH Social Worker. The social worker provides mandated and at-risk counseling for all students in temporary housing. Both the community associate and social workers conduct family intake interview to assess family needs and connect them with school and community supports. Both staff members engage in weekly check-ins and maintain regular communication with shelter case workers to ensure the social-emotional wellbeing of families are being met and students are being supported.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

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

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	23
Borough:	Brooklyn
School Number:	446

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	Tawana Vasquez
Assistant Principal	Christine Connors
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Marie Charles
School Counselor	
Teacher/Subject Area	Hannah Bernard
Teacher/Subject Area	Domonique Glover
Parent	Kerisha Maximin
Parent Coordinator	Asha Isaac
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:	Marie Charles
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	264
Total number of current ELLs at your school:	26
Total percentage (%) of current ELLs at your school:	10%
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																	0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>ENL students receive differentiated instruction by providing materials at varied ability, interests levels as well as their individual learning styles. Instruction aligned to the schoolwide literacy and phonics curriculum. Providing lessons at varied levels of complexity and modified pacing are some of the ways we offer newcomer ENL students differentiated instruction. It is crucial that ENL students, particularly newcomers receive not only a large variety of age level appropriate materials but also plenty of visual and kinesthetic opportunities to supplement instruction. Based on ENL proficiency, ENL students receive from 360-90minutes of stand-alone instruction as determined by their NYSITELL or NYSESLAT. Students receive stand alone instruction in grade bands in heterogeneous proficiency groups. Entering and Emerging students are grouped together, and transitioning and Expanding students are grouped together across two grade bands for Stand-alone ENL instruction.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Transitioning, Expanding and Commanding students receive integrated English language instruction during Reading/Writing workshops when the ENL teacher pushes into the students respective classes and provides small group and 1:1 support. These classes are typically homogenous, however, students may be at different proficiency levels within the same class. ENL students receive from 180-90minutes of integrated instruction as determined by their proficiency level on the NYSITELL or NYSESLAT.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Not Applicable</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>Not Applicable</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Not Applicable</p>
<p>In which language(s) is each core content area taught?</p>	<p>Not Applicable</p>
<p>How is instruction designed to include both languages?</p>	<p>Not Applicable</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>Not Applicable</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>Not Applicable</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Not Applicable</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>88.5% of our ENL students are classified as "Newcomers". Currently, 0% of our students are classified as SIFE. When considering how to provide effective practice for newcomers vs. Developing ELL students, Newcomer and Developing students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers and developing ELL students differentiated instruction. However, It is also critical that newcomers receive not only a large variety of age level appropriate materials but also plenty of visual and kinesthetic opportunities to supplement instruction. The largest distinction between newcomer and developing students is the amount of time they receive standalone or integrated ELL/ELA instruction. Newcomers typically require more standalone instruction as they transition into Developing. Once classified as Developing, students receive Integrated instruction to the greatest extent possible.</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>We currently do not have any long-term ELL students. 11% of our ELL students are developing. For long-term students, we continue to provide support in all four modalities: Listening, Speaking, Reading, and Writing. Differentiated instruction allows LTE students to have some choice in how they demonstrate what they have learned.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>We do not have any former ENL students. Our future former ELLs will receive the same testing modifications as our ELL students. Our former ELLs will receive 90 minutes of integrated ENL/ELA or another content area. We will collaborate with classroom teachers to ensure that the integrated class time will focus on areas that provide support for our ELLs so that they ultimately can master grade level benchmarks as they transition out of ELL services.</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>When reviewing the recent NYSESLAT, are students are overwhelmingly classified as Newcomers. 88.5% of our students have three or more at-risk factors. There is growth and Listening and Speaking. Areas of opportunity are reading and writing. 2018's fourth graders made growth on the 2019 assessment as 5th graders. Our third graders had a decline from 2018-2019.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The NYSESLAT and the NYS English assessment is on par. One Emerging student received a level 1 and one Expanding student received a level 2 on the NYS ELA exam. These students both received a level 2 on the NYS Mathematics Exam.</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>88.8% of our students are identified as at-risk. The at-risk indicators are compliancy regarding a certified ENL teacher, STH and students not demonstrating growth on the NYSESLAT from 2018 to 2019. Attendance does not seem to be a factor in the at-risk levels. This is a result of the schoolwide attendance policy and the home language communication with families.</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>Arabic is the largest language representation followed by Spanish. We have staff on-site who assist with translation (oral and written) in three home languages including: Arabic, Spanish and Creole. Some of our structures to ensure effective communication in family home language include: over the phone interpretation services posted throughout the school, REMIND messaging in multiple languages, and on-site staff interpretation. in the 2020-2021c school year, our Language Access Coordinator will turn key language access information to staff, provide pamphlets and brochures, make families aware of their preferred language rights, display information in high traffic areas, ensure staff is aware of Chancellors Reg. 663, gather feedback from family surveys.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The highest ethnic classification is Middle Eastern followed by Dominican. 446K makes tangible steps to ensure that ELLs are integral components with in the classroom culture, that their voice is heard, and that they are their language is heard and is welcomed. These measures align with the citywide initiative promoting inclusive and equitable classroom environments. As part of this endeavor, EELS will be evaluated throughout the school year in much the same way that native English speakers are assessed. Their home language can be used in response to questions posed during class time with support from other students or staff in translating their speech, students can complete assignments using their native language, and assessment, where applicable and accessible, will be offered in home language as well. Resources like class charts and the class library will be representative of the diversity of languages present within the classroom community, offering additional support.</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>Currently, we do not have any registered SIFE students. One ELL student also has an IEP. The data pool isn't large enough to identify trends in these sub-groups.</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 meets weekly. This team consists of the grade team leaders in grades 3K-5th, coaches, the administration and the ENL teacher. Collaboratively, this team chooses instructional priorities for the school year, reviews data, identifies trends and creates action plans to increase student proficiency in ELA and Mathematics. Sub-groups including ELLs are reviewed and the ENL teacher is expected to share student progress. In reviewing the student data, instructional decisions are made to support our ELL students. Curriculum and pacing revisions are made, unit plans are revised and RTI supports are identified for at-risk students.</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>The ENL teacher provides content support for ELL students by meeting with each of the ELL's teachers to find out what topics/themes they are discussing, and the learning strategies they are using in their classrooms. Riverdale Avenue Community School follows a Balanced Literacy Model that includes a school-wide Literacy Calendar that is followed throughout the grade levels focusing on particular reading and writing skills that are reinforced during our ENL instructional time. The ENL teacher is aware of the various stages of Language Acquisition of each ELL student, and therefore, provides age level appropriate visual and audio materials that make content comprehensible and enrich language development throughout instruction. The ENL teacher will also focus on the different genres that reflect the content areas being studied and practicing test strategies that can assist the ELL students during class / formal assessments. The ENL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ENL teacher an opportunity to work closely with all students and differentiate material as needed.</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>All MLL students receive supplementary digital programming that is monitored for progress by the ENL teacher. Our programs include Imagine Learning and iReady. Teachers use this data to better tailor small group and individual instruction for our MLL students to ensure greater access to the core curriculum. The ENL teacher sits on multiple grade teams to collaborate with classroom teachers and provides weekly articulation about the progress of MLL students and current recommended strategies that should be adopted in classrooms for greater alignment.</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>Once assessing the individual needs of ELL-SWDs, we then strategize as a team about how to address their IEP goals as well as aid them in attaining English proficiency in the least restrictive environment. We assess what scaffolds and supports are necessary to assist in them accessing and manipulating the content. Instructionally, we determine what additional personnel/ class structure would best support them, whether ICT, SETSS, scheduled pull-out for other content support, etc. Teachers also participate in a six week assessment cycle, where they continually evaluate students in order to inform their practice. This allows the teachers to create dynamic small, instructional groups, targeted to students' needs. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. In regards to scheduling, our ENL teacher works with classroom teachers to determine when and how to provide their necessary ENL services and how additional push-in support is possible. Educational Assistants (Paras) are also provided if mandated by the students' IEPs. As a school wide model, all teachers stay or "loop" with their students for multiple grade levels, meaning that teachers are able to form lasting bonds with students and families, and have greater awareness of their strengths and areas of development. In subsequent years, teachers are then able to make even more informed choices to address ELL needs.</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>PS 446K uses multiple assessments to evaluate the literacy skills of all of our students. 3X a year we administer the TCRWP running records, letter/sound and high frequency assessments. We also use phonological and phonemic awareness assessment. In addition, students in Kindergarten through 2nd grade are assessed through formative assessments through our word work curriculum FUNdations. These assessments provide us with a baseline from which to measure student growth throughout the year. Data from these assessments allow us to develop flexible groups for students, to target specific skills and to plan our class periods where we work on specific language and reading skills. All of this information is inputted into the TC Assessment Pro as well as a school specific tracker so that we can manipulate the data to look at subgroups, measure growth, and monitor teaching throughout the year. In addition, we set measurable goals for our students based on city-wide trends and where our teachers believe our students will be at the conclusion of the school year.</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>The school relies on flexible scheduling and grouping to ensure that all students have access to the supports that they need. The ENL teacher creates a schedule to ensure all students are serviced. Classroom teachers meet periodically with the ENL teacher to discuss how they can collaboratively support the language development of students. Teachers pull students for small groups and conferences aligned to the programming provided by the ENL Teacher. In addition to data driven instruction and language immersion through read alouds, discussion and field trips, the ENL Teacher utilizes a program called Imagine Learning- a computer based reading program targeted to the needs of individual students.</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>As a school, we embrace the practices of RTI. We understand that there are different interventions that we can utilize with our ELL students at every tier of the process. As with all of our students, we seek to understand their characteristics as children and learners so that we can utilize their strengths to assist with their weaknesses. With our ELLs, this understanding comes from informal classroom observations, conversations with students and their families, data from the Spanish LAB-R (to evaluate their proficiency in the native language), and evaluation of their work. We also utilize data from the RELC to better understand their learning history (SIFE, past test results) and to see if there are major gaps that need to be filled. Information about the socioeconomic status, immigration pattern of the family, and familial support are all qualities that our team (principal, classroom teacher, social worker, guidance counselor, intervention teachers) use to support our children. Our baseline assessments such as the TCRWP, DYO math assessments, allow us to determine where our ELL students fall. We understand that their learning may initially move at a slower pace as they acquire new vocabulary, adjust to a new culture, and learn the structures of our school. What we look for is progress. Is the student growing in reading and writing, speaking and listening? Are they establishing positive relationships with both students and staff within the school setting? Are they engaged with cognitively challenging instruction? In what ways is the child's home language and culture utilized in their classroom? We also compare our ELL students with students of similar backgrounds to see if they are progressing at similar rates while receiving the same types of supports. When we find that our ELL students are not moving at an appropriate pace, we move to Tier 2 interventions to provide supports. Our ENL instructor meets with classroom teachers to share appropriate strategies. Tier 2 interventions may take the form of small group instruction, additional pull out periods, or adaptive computer based intervention programs. Throughout instruction, teachers link students' background knowledge to make sense of content. Teachers and classmates engage in conversations and the sharing of ideas that assist with language development. Teachers use the LAB-R to identify where the student is strong, and utilize those strengths to make connections with the English language. We provide additional scaffolds related to content - immersion into vocabulary, picture/media support, trips, repetition and the breaking down of lessons - to assist with grasping new ideas. Before recommending a student for Tier 3, teachers with the ENL instructor, Literacy Coach and Principal evaluate whether the ENL setting is appropriate for this particular student. Interventions are evaluated and the team provides the teacher with additional research based ideas to address student needs. If the student continues having difficulty after all these supports have been put into place, then a more comprehensive evaluation has to be administered to see if additional services are necessary.</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>PS 446K uses multiple assessments to evaluate the literacy skills of all of our students. 3X a year we administer the TCRWP running records, letter/sound and high frequency assessments. We also use phonological and phonemic awareness assessment. In addition, students in Kindergarten through 2nd grade are assessed through formative assessments through our word work curriculum FUNdations. These assessments provide us with a baseline from which to measure student growth throughout the year. Data from these assessments allow us to develop flexible groups for students, to target specific skills and to plan our class periods where we work on specific language and reading skills. All of this information is inputted into the TC Assessment Pro as well as a school specific tracker so that we can manipulate the data to look at subgroups, measure growth, and monitor teaching throughout the year. In addition, we set measurable goals for our students based on city-wide trends and where our teachers believe our students will be at the conclusion of the school year.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We are making tangible steps to ensure that ELLs are integral components within the classroom culture, that their voice is heard, and that their language is heard and is welcomed. These measures align with the citywide initiative promoting inclusive and equitable classroom environments. As part of this endeavor, ELLs will be evaluated throughout the school year in much the same way that native English speakers are assessed. Their home language can be used in response to questions posed during class time with support from other students or staff in translating their speech, students can complete assignments using their native language, and assessment, where applicable and accessible, will be offered in home language as well. Resources like class charts and the class library will be representative of the diversity of languages present within the classroom community, offering additional support.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We use the NYSESLAT as well as student portfolios as the summative assessments to measure ELL overall language growth. Progress throughout the year is monitored through TC running records and the needs of individual students are highlighted and addressed through these assessments. The school relies on flexible scheduling and grouping to ensure that all students have access to the supports that they need. The ENL teacher creates a schedule to ensure all students are serviced. Classroom teachers meet periodically with the ENL teacher to discuss how they can collaboratively support the language development of students. Teachers pull students for small groups and conferences aligned to the programming provided by the ENL Teacher. In addition to data driven instruction and language immersion through read alouds, discussion and field trips, the ENL Teacher utilizes a program called Imagine Learning- a computer based reading program targeted to the needs of individual students.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Three pedagogues administer and score the NYSESLAT assessment annually. They are trained on the assessment and scoring by the ENL teacher. Melissa Gomes- Fourth Grade Teacher Merisha Estephane- Second Grade Teacher Meaghan Flannery- Third Grade Teacher As the ENL teacher is not required to assess nor allowed to score the assessment, the schedule is maintained. Students ENL mandates are not interrupted during the testing window.</p>
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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>The instructional strategies and grade-level materials that teachers of ELL-SWDs use that provide access to academic content and accelerate English language development include Multisensory Computers that have text to speech Software Programs for students to read and listen to on a daily basis. These computers give students one on one assistance with speech translation through the Google Translation Link. Use of an Interactive Smartboard will not only reinforce academic concepts, but provide students with a way to cater to their individual learning styles and learning modalities. Many of the technological methods and strategies can align with students I.E.P. goals / modifications. The TPR Strategy Total Physical Response) is another way to accelerate English language development through acting out stories or singing and dancing to songs that relate to the Science and Social Studies curriculum or focuses on their native language and culture. Classroom teachers use a variety of instructional techniques, including direct instruction, indirect instruction, and experiential learning in order to support students. Using the workshop model, ELL-SWDs are given the opportunity to access grade level appropriate content, while independently practicing relevant skills and strategies. Our word study approach allows students the opportunity to accelerate their English language development and participate in the general education curriculum. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for students.</p>
<p>b. SIFE</p>	<p>We work with these students to determine their individual needs so that they can progress and have a more focused instructional plan to target difficult areas of study. As entering ELLs, they receive 270 minutes of freestanding ENL and 90 minutes of integrated ENL/ELA in other content areas. We will assess their progress and evaluate individual needs are so that we can continue to develop a plan that will allow them to acquire and improve their English Language Skills. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for students.</p>
<p>c. Newcomer</p>	<p>Within our ENL Program model, newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomers ELL students differentiated instruction. It is also critical that newcomers receive not only a large variety of age level appropriate materials but also plenty of visual and kinesthetic opportunities to supplement instruction. Each newcomer (depending on their level) will be given either 360, 180 or 90 minutes of ENL. The students, who are Entering, will receive 360 minutes of ENL, which consists of 180 minutes of freestanding ENL and also 180 min of integrated ENL/ELA. The students, who are Emerging, will also receive 360 minutes of services, which include at least 90 minutes of freestanding ENL and 180 minutes of integrated ENL/ELA. Transitioning students will receive 180 minutes of ENL, which include at least 90 minutes of integrated ENL/ELA. Expanding students will also receive 180 minutes of ENL instruction, which will include 180 minutes of solely integrated ENL/ELA.</p>

d. Developing	<p>Within our ENL Program model, similarly to Newcomer students, Developing students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content and delivered along with daily scaffolds and levels are some ways to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer developing ELL students differentiated instruction. Each developing student (depending on their level) will be given either 360, 180 or 90 minutes of ENL. The students, who are Entering, will receive 360 minutes of ENL, which consists of 180 minutes of freestanding ENL and also 180 min of integrated ENL/ELA. The students, who are Emerging, will also receive 360 minutes of services, which include at least 90 minutes of freestanding ENL and 180 minutes of integrated ENL/ELA. Transitioning students will receive 180 minutes of ENL, which include at least 90 minutes of integrated ENL/ELA. Expanding students will also receive 180 minutes of ENL instruction, which will include 180 minutes of solely integrated ENL/ELA.</p>
e. Long Term	<p>For long-term students, we will continue to support their language growth. While teachers and curriculum intervention supports use of English as the primary language to communicate, Imagine Learning uses a blend of home language and English to promote growth. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for students.</p>
f. Former ELLs up to two years after exiting ELL status	<p>Our former ELLs will receive the same testing modifications as our ELL students. Our former ELLs will receive 90 minutes of integrated ENL/ELA or another content area. We will collaborate with classroom teachers to ensure that the integrated class time will focus on areas that provide support for our ELLs so that they ultimately can progress and meet grade-level benchmarks. Differentiate instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for students.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>Upon entry, students whose home language is Spanish complete the NYSITELL. The results of this assessment as well as information gathered from interviews, on demand reading and writing pieces are then used to determine generally the home language skills of students. For students whose home language is not Spanish, we rely on interviews, and on demand reading and writing assessments to develop an understanding of the home language proficiency. For all students, our inclusion of home language into the classroom setting with students able to respond both orally and through written form in their home language with the knowledge of their proficiency in their home language will enable us to, whenever possible, to support growth in both areas.</p>
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	<p>Not Applicable</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Everyone at Riverdale Avenue Community School supports all our ELL students. The administration, paraprofessionals, Social Workers, Special Education and Regular Education teachers are offered the opportunity to attend any ENL based professional development offering. Our ENL teacher attends meetings and trainings that focus on methodologies and topics such as differentiated strategies and academic language development; she is available to turn key such information to her colleagues. In addition to this, training has been purchased to with TC to with a specific focus for supporting ELLs in the classroom. Teachers working with ELLs will attend: Develop a Toolkit of Methods to Support English Language Learners in Becoming Stronger Readers and Writes and Ramping Up Shared Reading, Shared Writing, and Interactive Writing to Support Grammar and Writing Conventions for English Language Learners. Our ENL teacher also takes advantage of professional development offered by Brooklyn North, DELLSS, and the UFT / BETACI that include topics such as "The Common Core Standards" and "What you need to know about RTI and the English Language Learner." She also attends monthly workshops pertaining to both Compliance, techniques and methods useful in teaching ELL students. In addition, our ENL teacher will be providing ongoing professional development on how to support ELL's in the mainstream classroom as well as turnkey information at inquiry meetings and common planning meetings.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>To meet the requirements of of CR Part 154.2, the school based professional development team is developing a calendar that meets all required needs. All assigned professional development attended by our ENL teacher is related to improving ELL instruction, however she independently attends professional development that informs her overall pedagogy, as well. Teachers are responsible for keeping track of their CTLE and Professional Development Hours, and the school files all agendas and sign in sheets in the main office.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>We encourage all our ELL parents to come to our school-wide events such as Open House, Dr. Seuss Night, the Art Show, etc. Families are encouraged to join our monthly virtual Town-Hall that is translated in three languages. We invite parents both with written invitation translated to their preferred language, orally during pick-up or phone call, and through text message using our REMIND phone messaging service. ELL parents, specifically, meet monthly for Title III meetings where issues pertaining to their unique situations are discussed.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Through the use of parent notices that are translated in each of the languages represented schoolwide, phone calls which utilize translators, face-to-face contact utilizing a translator, and REMIND text messaging program which translates information into selected languages, we schedule necessary meetings with ELL parents to discuss their progress. Monthly Title II meetings with ELL parents also afford ELL parents the opportunity to meet with the ENL teacher and other school personnel. Meetings with ELL parents include classroom teachers, translators and the ENL teacher is also included in these meetings, as well.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>There are several actions we take as a school to ensure that new ELLs, whether arriving at the beginning of the school year or entering mid-year, are familiar with the school community. We provide an orientation for students and their parents that includes a tour of the school building, meeting with the classroom teacher, meeting with the school administrator, and assigning a student "buddy" in his/her class to assist in the transition. Throughout the school year, the ENL teacher facilitates monthly Title III meetings with ENL parents to ensure that students and parents are aware of school happenings and have an opportunity to ask questions or voice concerns. All students are encouraged to participate fully in the activities sponsored by the school community. Families and students have multiple events with the Parent Coordinator to foster a sense of community between ENL families and the larger school community. Translation is always provided at these events.</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>ENL Teacher Guidance Counselor Upon enrollment, the Guidance Counselor reviews the student records for evidence of ENL support including the Home Language Survey and/or the NYSITELL or Lab R. If there is no evidence of the E identification process, the ENL teacher administers the Home Language survey. The ENL teacher is a certified and trained ENL teacher. Based on the results of the Home Language Survey, the NYSTELL will be administered in the first 10 days or 20 for IEP students. As determined by the student's scores, the child may qualify for ENL services. Families will either receive a notice indicating services or a notice indicating their child does not qualify in the families home language. If students qualify for services, a meeting is held to discuss our ENL services, their child's program and translation services we offer families at the school level. If the ENL teacher is not available to administer the home language survey, the Guidance Counselor who is trained in language competency will administer the survey. Upon the parent's selection, students will be placed in their program within 10 days.</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
Marie	Charles	ENL Teacher	2021	Yes	
Sharon	Blakis	Secretary	2021	Yes	

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	87	87	87	87
Arabic	5	5	5	5
Spanish	2	2	2	2
French	2	2	2	2
Fulani	1	1	1	1
Twi	1	1	1	1
Portuguese	1	1	1	1

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
English	45	
Spanish	4	4
Arabic	0	0
French	1	1
Creole	2	2

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>We use the Home Language Identification Survey and internally created family surveys to identify the various home languages spoken.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Calendar	Monthly	Written translation with cross check by internal staff
Newsletters	Monthly	Written translation with cross check by internal staff
Family Surveys	Monthly	Written translation with cross check by internal staff
Event Notices	Monthly	Written translation with cross check by internal 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.
Parent-Teacher Conferences	3 Times a Year	DOE Translation Line, Internal School Translators
IEP Meetings	Monthly	DOE Translation Line
Parent Requested Meetings	Monthly	DOE Translation Line, Internal School Translators

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We use a school-wide notification system (Remind) and mass email lists and we will use written translation services to translate into applicable languages and leverage internal staff members for specific translations.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	DOE Translation line, internal staff translators
(C) If a parent has an emergency and needs to contact the school.	DOE translation line and internal staff translators

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Staff Training and Email
Over-the-Phone Interpretation Desk Aid	Email
Language Access Handbook	Email
T&I Unit InfoHub Link	Email

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	ENL teacher participates in all ENL workshops. This information is turn-keyed to teachers during grade team meetings. All teachers have been trained in how to use the DOE translation line. For families whose language is not English they have a point of contact at the school that they can reach. All notices are sent home in multiple languages. Translation is provided for in-person and virtual events.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: <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 	We will ensure translated signage is available in the school and a liaison from the school contacts families at the beginning of the year to ensure they are aware of translation services available. Parents Guide to Language Access will be sent home at the beginning of the year and during events throughout the year ENL teacher will host an orientation with families.
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.	ENL teacher will host regular workshops with limited english proficient families and administer translated surveys to elicit their feedback. The principal will conduct monthly check-ins with the school-wide translation team for feedback on the inclusivity of the school community.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	Based on family feedback, we trained teachers on how to use the DOE translation line and as a result teachers have utilized the line throughout the year for important family conferences when an internal translator is not available. We will continue to conduct trainings and evaluate the attendance and participation of our Limited-English-Proficient families to gauge our inclusivity and support.

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

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

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

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

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

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

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 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.
-