

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	15K839
School Name	15K839
Principal	Michael Perlberg

## 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:	M.S. 839
District Borough Number (DBN):	15K839
Grades Served:	6-8
School Address:	713 Caton Ave Brooklyn NY 4th Floor
Phone Number:	718-686-2730
Fax:	718-686-2735
School Contact Person:	Michael Perlberg
School Contact Person Email Address:	mperlberg@schools.nyc.gov
Principal:	Michael Perlberg

United Federation of Teachers (UFT) Chapter Leader:	Mark Chesterson
Parents' Association President:	Nancy Cruz
SLT Chairperson:	Lauren Shookhoff
Title I Parent Advisory Council Chairperson (PAC):	non Title-1 school
Student Representative(s) Middle /High School:	Emma Welch
Student Representative(s) Middle /High School:	Anaiah Hairston
Community Based Organization (CBO) Representative:	none
School-Based Students in Temporary Housing (STH) Liaison:	Leah Ruggiero Ortiz

## **District Information**

Geographic District:	15
Superintendent:	Rafael Alvarez
Superintendent's Office Address:	131 Livingston Street Room 501 Brooklyn NY 11201
Superintendent's Email Address:	ralvare4@schools.nyc.gov
Phone Number:	718-935-4317
Fax:	718-935-4317

## **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	
Michael Perlberg	Principal or Designee*		
Mark Chesterton	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Nancy Cruz	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Leah Ruggiero Ortiz	District Council 37 (DC 37) Representative (staff), if applicable		
non title 1 school	Title I Parent Advisory Council Chairperson (or alternate)		
EMMA WELCH	Student Representative (Required for middle and high schools)		
ANAI AH HAIRSTON	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
	Member		
	Member/		
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## **Additional Stakeholder Signature Page**

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

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

Name	Position and Constituent Group Represented	Signature
na	na	
na	na	
na	na	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	In good standing
Provide your school's mission statement:	<p>We believe that all students are capable of growth and success when provided appropriate support; thus we commit to maintaining high expectations and using varied approaches to provide those supports. We will maintain our investment in our school values. We will continue to reflect on our individual biases/areas of growth, and actively seek and participate in opportunities to make our values visible. Additionally, we will lean into what creates joy and discard what is non-essential. We commit to creating a trusting, warm and brave community culture that leans into anti-racist and equity work with seriousness and urgency. We view anti-racism and equity as being an essential part of our mission rather than an additional responsibility. We believe that relationships are at the center of all we do. We value connections to students, families and each other, and use restorative justice practices to build, repair and maintain our community. We see our students as leaders of their own learning and commit to amplifying student agency. We value depth and critical thinking over breadth and remediation, student learning over completing tasks, and celebrating students' resilience over busyness.</p>
<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>MS 839 is a community middle school located in District 15 Brooklyn. We are a lottery based admissions school committed to serving all students who reside in the district. We have a long standing partnership with NYC Outward Bound Schools and EL Education.</p>

What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	School Designed and adapted from EL Education, including Great Leaps, Phonics for Reading, Rewards, and STARI for reading support	
Math	6-8	Desmos, CMP3, Illustrative Math	

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

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

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

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

### AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

#### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen tier 1, 2 and 3 school wide literacy practices with a focus on deepening advanced literacies of black and Hispanic students	Percent of students at or above 41% percentile for MAP growth reading: MAP Growth reading fall 2022: Multiracial: 89% White: 82% Asian: 74% Black: 58% Native American: 50% Hispanic: 49% Proficient on State ELA Exam (2018-2019) White: 64% Asian: 57% Black 50% Multi-racial: 45% Hispanic: 44% Native American: 0%	During the pandemic we paused our strategic reading program due to staffing and implementation constraints. Additionally, inconsistency of instruction due to quarantine periods, multiple modalities (some in person, some remote) led to uneven literacy experiences for students.

**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
Hispanic	49%	By June, 2023, the percent of Hispanic and Native American students at or above the 41% percentile will Increase 10%, from 49% to 59%, as measured by MAP growth reading assessment
Black	58	By June, 2023, the percent of Black students at or above the 41% percentile will Increase 5%, from 58% to 63%, as measured by MAP growth reading 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 24, 2022			
MAP Growth Reading Assessment	Percent of Hispanic and Native American students at or above the 41st percentile	49%	49% at or above 41st percentile	54% at or above 41st percentile	59% at or above 41st percentile
MAP Growth Reading Assessment	Percent of Black students at or above the 41st percentile	58%	58% at or above 41st percentile	61% at or above 41st percentile	63% at or above 41st percentile

**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?)
08/22/2022	09/09/2022	School literacy team established, intensive study of Advanced Literacies started during summer staff learning sessions
09/12/2022	09/30/2022	Literacy team met weekly to analyze baseline data, collaborate with our NYC Literacy Collaborative Coach, and launch strategic reading program
10/03/2022	10/31/2022	Literacy Leads meet with our grade level teams to analyze student learning data, adjust strategic reading groups, and identify school wide literacy focus area (academic vocabulary)

**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	06/27/2023	Ongoing progress monitoring of academic vocabulary instructional focus roll out, along with analysis of MAP growth and intervention group data
02/01/2023	06/27/2023	Grade level teams design and implement protocols for academic vocabulary development, through inquiry cycles with progress monitoring
02/01/2023	06/27/2023	Ongoing MAP data analysis to monitor progress

**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)
09/01/2022	06/27/2023	presentations from reading teachers at ongoing PTA events	
09/01/2022	06/27/2023	Student Led Conferences 3x using MAP and school wide literacy data for parents communication	

Human Resources	Reading team to support development of cross-grade intervention and literacy strategies
Instructional Resources	STARI, Rewards, NYC Literacy collaborative partnership providing tools and best practices
Schedule Adjustments	reinstating schoolwide reading period, early release to
Other Resources Needed	N/A

## AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
baseline assessment	Percent of students at or above 41% percentile for MAP growth math: MAP Growth Math fall 2022: Multiracial: 84% White: 69% Asian: 60% Black: 35% Native American: 0% Hispanic: 32% Proficient on State Math Exam (2018-2019) Multiracial: 73% White: 72% Asian: 55% Black 46% Hispanic: 35% Native American: 0%	During the pandemic we paused our math interventions due to staffing and implementation constraints. Additionally, inconsistency of instruction due to quarantine periods, multiple modalities (some in person, some remote) led to uneven math experiences for students.

**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
Hispanic	32	By June, 2023, the percentage of Hispanic students at or above the 41st percentile will increase from 32% to 42% as measured by the MAP growth math assessment.
Black	35	By June, 2023, the percentage of Black students at or above the 41st percentile will increase from 35% to 45% as measured by the MAP growth math 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)
		10/24/22			
MAP Growth Math Assessment	percentage of Hispanic students performing at or above the 41st percentile	32% performing at or above 41st percentile	32% performing at or above 41st percentile	35% performing at or above 41st percentile	42% performing at or above 41st percentile
MAP Growth Math Assessment	percentage of Black students performing at or above the 41st percentile	35% at or above 41st percentile	35% of black students performing at or above 41st percentile	40% of black students performing at or above 41st percentile	45% of black students performing at or above 41st percentile

#### **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?)
08/22/2022	09/09/2022	Math teams identified priority learning targets for accelerating instruction and update long term planning documents accordingly
09/12/2022	01/31/2023	Math teams engage in ongoing formative assessment analysis and screener analysis to provide tier 1 interventions during class time
09/12/2022	01/31/2023	Math teams engages in ongoing analysis of student IEP goals to ensure they are targeted and reported on during core content instruction

#### **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	06/27/2023	Math team analyzes mid year MAP data to identify Black and Hispanic students who have made progress towards school wide goal, and those who have not. Team engages in adjustment of priority learning targets to supplement and accelerate instruction.
02/01/2023	06/27/2023	Math team identifies students who qualify for tier 2 and 3 interventions and begin implementing during elective period.
02/01/2023	06/27/2023	Math teams analyze progress towards IEP goals, and supplement instruction to support further accomplishment of IEP goals.

#### **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)
11/07/2022	01/31/2023	Parent constructivist math workshop held during PTA event	
11/07/2022	01/31/2023	family DESMOS workshops, including bilingual access	

Human Resources	Math teacher teams have dedicated collaborative time in their weekly schedules
Instructional Resources	DESMOS, new curriculum purchased and adapted
Schedule Adjustments	early release days used for ongoing math professional learning
Other Resources Needed	N/A

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students and staff experience joy, belonging and show empathy for all the members of the MS 839 community through a reintroduction of SEL practices including morning meeting, crew, and restorative justice.	2022 School Survey: 47% responded that students bully, harass or intimidate each other some of the time or most of the time. 34% of responded that "students harass, bully, or intimidate each other because of their gender identity, gender expression, or sexual orientation" some of the time or most of the time.	During the pandemic regular procedures Tier 1 SEL practices including whole school morning meetings, Crew, and restorative practices including circles and peer mediation happened less frequently or were put on hold.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	47	By June, 2023, there will be a 10% decrease, from 47 to 37, to students responding to the NYC School survey that "that students bully, harass or intimidate each other some of the time or most of the time", resulting in improved Safety & Restorative Approaches to Behavior.
Safety & Restorative Approaches to Behavior	34	By June, 2023, there will be a 5% decrease, from 34 to 29, to students responding to the NYC School survey that "students harass, bully, or intimidate each other because of their gender identity, gender expression, or sexual orientation" some of the time or most of the time, resulting in improved Safety & Restorative Approaches to Behavior.

### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		47% of students responded that students bully one another some of the time or most of the time			
NYC Outward Bound Schools SEL survey	Improved survey responses	2021-2022 NYC DOE School Survey	Fall NYC Outward Bound SEL Survey - targeting 47% or fewer students responding that students bully sometimes or most of the time	Winter NYC Outward Bound SEL Survey - targeting 42% or fewer students responding that students bully sometimes or most of the time	Spring NYC Outward Bound SEL Survey - targeting 37% or fewer students responding that students bully sometimes or most of the time
NYC Outward Bound Schools SEL survey	Improved survey responses	2021-2022 NYC DOE School Survey	Fall NYC Outward Bound SEL Survey - targeting 34% or fewer students responding that students bully sometimes or most of the time	Winter NYC Outward Bound SEL Survey - targeting 32% or fewer students responding that students bully sometimes or most of the time	Spring NYC Outward Bound SEL Survey - targeting 29% or fewer students responding that students bully sometimes or most of the time

#### 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	08/26/2022	Crew planning team and restorative practices team conducted series of pre-service meetings and trainings to prepare for the school year
09/07/2022	09/30/2022	Grade teams and whole school engaged in a series of professional learning events during professional periods and full school Wednesday early dismissals to relaunch restorative practices and a reinvigorated Crew curriculum focusing on tier 1 SEL
10/03/2022	12/30/2022	Restorative practices team engages weekly to monitor student progress, shift practices, and communicate with crew leaders and families.

#### 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	06/27/2022	Crew Team meets weekly to adjust Tier 1 SEL lessons, morning meetings, based on student experiences in first semester, as well as based ongoing NYC OB school survey
02/01/2022	06/27/2022	restorative practices team meets weekly to implement new tier 1, 2, and 3 interventions in response to student needs
06/01/2023	06/27/2022	Crew team and restorative practices team hosts end of year staff reflection event to analyze school wide data, gather additional input from staff, and propose shifts for 2022-2023 school year.

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/27/2022	12/30/2022	monthly newsletters, PTA meetings with guest speakers from RJ and Crew teams focusing on SEL	
01/02/2023	06/30/2023	SLT reviews crew overview documents and provides feedback, SLT reviews restorative practice data and provides feedback	

Human Resources	Crew planners compensated through per session funding. Restorative practices team released from Crew duties for 1 period per day to support restorative practices implementation
Instructional Resources	Crew curriculum reviews
Schedule Adjustments	ongoing early release days used for staff development
Other Resources Needed	N/A

## AREA OF CONCENTRATION CHRONIC ABSENTEEISM

### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Severely Chronically Absent Students and Chronically Absent Students	Year to date 2022, 20 students are severely chronically absent and 35 students are chronically absent. These 35 students are disproportionately students of color as compared to our overall student body These 35 students are also disproportionately students with IEPS	a number of students have not returned to pre-pandemic attendance levels

**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	55	By June, 2023, Chronic Absenteeism for All Students will Decrease 11, from 55 to 44, as measured by Number of "severely chronically absent" students and "chronically absent students" decreases by ~20%, or 10 students, from 55 to 44 students. .

### 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 24, 2022			
New Visions attendance tool	decrease in severely chronically absent and chronically absent students	55	55 severely chronically absent and chronically absent students	50 severely chronically absent and chronically absent students	44 severely chronically absent and chronically absent students

**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?)
08/22/2022	01/31/2023	reestablish in person attendance team, develop protocols and identify priority students for attendance interventions utilizing new visions data portal
09/12/2022	01/31/2023	Weekly meetings with reporting to crew leaders on student attendance improvement, as well as parent engagement strategies.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	reestablish in person attendance team, develop protocols and identify priority students for attendance interventions utilizing new visions data portal
02/01/2023	06/27/2023	Weekly meetings with reporting to crew leaders on student attendance improvement, as well as parent engagement strategies.
10/27/2022	10/27/2022	

**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)
09/21/2021	06/27/2023	Celebrations and community events	
09/21/2021	06/30/2022	Townhalls	

Human Resources	Home visits by guidance and support staff
Instructional Resources	SEL curriculum
Schedule Adjustments	N/A
Other Resources Needed	N/A

# AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

## Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
mandated service delivery	significant number of unmet mandated services	the school did not have an IEP coordinator due to our status as a tier one overcrowded school in the 2021-2022 school year, class sizes and service delivery were modified to ensure social distancing

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve In one year, the school will improve mandated service delivery to ensure that at least 85% of students with IEPs are programmed in STARS accurately. by Increase 10, from 75% to 85, as measured by STARS mandated service delivery report .

## 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 24, 2022			
STARS mandated service delivery report	percentage of students receiving mandated services as logged in STARS	75% alignment	65% accurately programmed in STARS	75% accurately programmed in STARS	85% accurately programmed in STARS

## 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?)
10/03/2022	11/04/2022	mandated service delivery	all students programmed in STARS, meetings to review with APPA and District Special Education Coordinator will be scheduled
10/31/2022	06/30/2023	mandated service delivery	SIT team will meet weekly to review services provided, make adjustments and provide RSAs where needed.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/01/2022	12/23/2022	high school admissions workshops held for families of students with IEPs	
11/01/2022	01/25/2023	Family workshop on understanding IEP services	

Human Resources	IEP coordinator identified and trained
Instructional Resources	ICT staffing, SETSS staffing, Strategic Reading program intervention curriculum purchased and teachers trained on implementation
Schedule Adjustments	Some early release days used for staff training on IEPs
Other Resources Needed	N/A

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

### Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Rewards	MAP growth tests, along with secondary screeners	tier 2	small group	school wide reading program periods	no
STARI	MAP growth tests, along with secondary screeners	tier 2	small group	school wide reading program periods	no
Phonics for Reading	MAP growth tests, along with secondary screeners	tier 3	small group	school wide reading program periods	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)
peer mediation	students involved in conflicts	tier 2	small group	during school hours	no
eRAPP	students identified as needing learning around healthy relationships	tier 2	small group	during school hours	no
friendship building with counseling teams	counseling team determines based on IEPs and crew / lunch / recess staff recommendations	tier 2	small group	during school hours	

## **Students in Temporary Housing (STH) Support**

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

Identify the number of Students in Temporary Housing who are currently attending your school.  Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	18
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Describe the services you are planning to provide to the STH population.	MS 839 will conduct the annual housing questionnaire to identify additional families in need of STH supports. School counseling team offers at risk counseling to all housing insecure students. Attendance team monitors and tracks student attendance. MS 839 offers additional supports though PTA including and STH funding.
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# **SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT**

# Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. 15K839, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
15K839 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

### Encouraging School-Level Parental Involvement

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

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

15K839, 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**.

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## 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**.

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### A. School Information

District:	15
Borough:	K
School Number:	839

## **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.

<b>Member Title</b>	<b>Name</b>
Principal	Michael Perlberg
Assistant Principal	Lauren Shookhoff
Coach	Natasha Marsh
Coach	Jorge Santos
English as a New Language (ENL)/Bilingual Teacher	Sedina Montoya
School Counselor	Elizabeth Lee
Teacher/Subject Area	Oliver Cannell (Science, ENL/Bilingual)
Teacher/Subject Area	Isabella Martinez (Humanities, TESOL certificate)
Parent	JD Davids
Parent Coordinator	Leah Ruggerio
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:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	0

### **2. Certified Teachers with a Bilingual Extension**

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

### 3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	322
Total number of current ELLs at your school:	17
Total percentage (%) of current ELLs at your school:	5.2
Total number of former ELLs at your school:	74
Total percentage (%) of former ELLs at your school:	23%

## PART II: BILINGUAL PROGRAMS

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

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

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

#### ■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE										0	0	0					0
TBE										0	0	0					0
TBE										0	0	0					0
DL										0	0	0					0
DL										0	0	0					0
DL										0	0	0					0
				total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:
				0	0	0	0	0	0	0	0	0	0	0	0	0	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>Our dedicated Reading Intervention Period has an ENL-specific group and we program push-in and pull-out instruction in Humanities (for 6th) as well as Science (for 7th). For the Strategic Reading period, ENL students are grouped homogeneously, but for the Humanities and Science push-in and pull-out, they are supported within the context of a heterogeneous class, while being supported 1:1 and in small groups, depending on the day and lesson activity. These are aligned to CR Part 154 regulations.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our dedicated Reading Intervention Period has an ENL-specific group and we program push-in and pull-out instruction in Humanities (for 6th) as well as Science (for 7th). For the Strategic Reading period, ENL students are grouped homogeneously, but for the Humanities and Science push-in and pull-out, they are supported within the context of a heterogeneous class, while being supported 1:1 and in small groups, depending on the day and lesson activity. These are aligned to CR Part 154 regulations.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students’ English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Students receive the number of minutes required based on CR Part 154 and their proficiency level.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>



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

## PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>We only have one newcomer (6/17 or 35%) and there are no SIFE students identified. Newcomers receive standalone ENL services as required by CR Part 154.</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>10 of 17 MLLs (59%) are long term MLLs. Long term MLLs receive services in accordance to their proficiency levels and CR Part 154. Additionally, our focus on school wide literacy practices in core content areas is specifically designed to support long term MLLs and former MLLs.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former MLLs make up 74% of our school community (74/322). Our former ELLs are monitored in many of the ways our other priority students are monitored for achievement, high quality work, engagement, etc. In data dives and grade team protocols, we look for trends and modify across classrooms, gradelevels or schoolwide, if we see a particularly successful intervention or practice that is working for this group. Former MLLs are supported through our school wide reading program, as well as our school wide focusing on deepening literacy practices in core content areas.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The majority of our MLLs are now long term ELLs. Modality analysis is difficult because only 7 of our MLLs have scores from 2021 and 2022. Those scores reveal that the average score for reading went from 14.4 in 2021 to 14.1 in 2022, and listening went from 14.8 to 14.5, so those will be areas of focus for our team. Writing increased from 6 to 8 on average, and speaking saw the greatest growth from 15.7 to 19.</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>Students performance on State Exams and Regents exams are roughly in line with their NYSESLAT performance level.</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>We have very few attendance issues with our ELLs. Nearly all have high attendance.</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>Spanish is the largest representation, Bengali and Chinese the next largest. We have all our family communication translated into these three languages, including weekly newsletters that include announcements as well as curriculum-related information and calendared events.</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 <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>We work with Bank Street College of Education to examine our curriculum, be critical with our own identities, and challenge tenets of white supremacy that we see in education at large and our school community, specifically. Most of our ELL students are coded in ATS Latinx, which is complex and problematic; our "Latinx" students are an incredibly diverse group of folks, with unique identities that are across race, ethnic and national lines.</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>N/A</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>Student achievement data is collected, disaggregated (by Race, Gender, ENL status, IEP status) and analyzed to draw conclusions about what pedagogical moves are working and where we're struggling to meet students needs. The SLT and ILT look at this data before and after teacher teams have used data protocols and formulated next steps to identify additional areas for attention, professional development, and resources.</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>Core content is taught through expeditions in English, which are collectively planned and interdisciplinary. One strength of this model is that all core standards are taught in meaningful, connected, engaging ways, and a team of teachers (including ENL specialists) are co-writing, modifying and expanding curriculum to make sure it meets the needs of all learners, even if that teacher doesn't directly work with a particular student.</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>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>Through push in, pull out, designated reading periods for the whole school (which allow us to be super flexible with groupings), we are still modifying and figuring out how to program students with maximum flexibility to get valuable time with ENL certified instructors throughout their days and throughout their academic periods.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use MAP assessment data schoolwide and are currently looking for ELL-specific screeners...</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>Most of our ELA and Math classes are co-taught, allowing teachers to frequently group students real time based on formative assessments (or other data) and plan for parallel, but targeted, instruction. Our Reading Intervention Period is programmed schoolwide, with ENL students, but also students specifically needing Just Words or STARI or other reading intervention programs able to be flexibly grouped into these specific interventions, or rotated out, if they make the growth we need to see.</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>N/A</p>
<p><b>FORMATIVE</b></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>In addition to tri-annual MAP assessments, we use our own benchmarks (similar to NYC performance Tasks) to monitor student achievement.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We currently have systems in place to monitor MLL progress in Spanish through our heritage language program. We are working to build capacity for other home languages.</p>
<p><b>SUMMATIVE</b></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 do use Regents Exams in 8th grade and of course NYSESLAT to see how our ELLs are progressing, along with frequent MAP growth assessments to monitor progress.</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>Oliver Cannell and Sedina Montoya consult our testing coordinator for NYSESLAT administration as well as our MAP Assessment periods, to make sure ELL students receive mandated services.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>b. SIFE</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>c. Newcomer</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>d. Developing</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>e. Long Term</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Our Expedition model allows for connection to real world content, provides ample space for differentiation, and is based on intensive teacher collaboration with a team of teachers that are Special Education certified, content specialist and ENL specialists. We think this benefits our students with IEPs, our ELLs, and then by extension, the rest of our students as well!</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>At this time, we have an 8th grade Spanish course for heritage learners. We are working to include options for other home languages as the year progresses.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>We just hired a Spanish teacher, and so, for our ELLs who are Heritage Spanish speakers, this is a developing area for us.</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>Sedina Montoya and Oliver Cannell will support their teams and colleagues (through modeling and examples) in developing their pedagogical skills for working with MLs/ELLs. The literacy team and the crew planning team ensure SEL lessons are aligned to the needs to MLLs.</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>MS 839 incorporates school wide literacy development as the key improvement strategy, ensure all teachers are receiving integrated instruction on supporting language development of MLLs in accordance with CR Part 154.</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>Our SLT, PTA and an MS 839-based Family Engagement Team are committed to monitoring and improving our communication and decision-making practices. We provide all materials in 5 home languages and provide live interpretation at PTA and school events.</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>Our SLT, PTA and an MS 839-based Family Engagement Team are committed to monitoring and improving our communication and decision-making practices. We provide all materials in 5 home languages and provide live interpretation at PTA and school events.</p>

## **Additional Information**

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

### **Identification Plan**

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Our crew structure supports our ELLs, by developing a direct line with the child's family and making sure there is at least one adult who knows each student as a person and as a learner. Our dedicated ELL specialists (Sedina Montoya on the 6th grade team and Oliver Cannell on the 7th/8th grade team) meet with and support ENL students in their classrooms, but also through their work with their grade teams, supporting all classroom teachers in understanding the supports that can specifically benefit specific ENL students. Liz Lee (our school counselor) develops a close relationship with ENL students and their families to make sure students' emotional needs are met and often runs small groups to help build relationships between ENL students. In the high school application process, Liz makes sure that all HS information is presented in multiple languages and holds many 1:1 sessions, with translation, to make sure our families have equitable access to the confusing process.</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>Sedina Montoya (Humanities teacher, ENL teacher), Oliver Cannell (Science teacher, ENL teacher, Restorative Justice Coordinator) and Leah Ruggiero Ortiz, Parent Coordinator. We utilize home language surveys and ensure all members of the team receive mandated trainings on MLL identification.</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
Leah	Ruggiero	Parent Coordinator	2019	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
Arabic	2	0.36	2	0.36
Bengali	28	5.05	31	5.6
Chinese (any)	5	0.9	2	0.36
Haitian Creole	1	0.18	1	0.18
Mandarin	0	0	4	0.72
English	413	74.55	408	73.65
Russian	12	2.17	12	2.17
Spanish	84	15.16	85	15.34
Tadzhik	1	0.18	1	0.18
Urdu	7	1.26	7	1.26
Uzbek	1	0.18	1	0.18

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	1	4
Urdu	1	1
Korean	0	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>We use the RCPL and RAPL reports in ATS and the language preference noted on Blue Cards to identify family home languages. We then make phone calls to these families, with an over-the-phone interpreter, to confirm their language preferences. We also email and mail letters (translated into our LEP families preferred languages) which provide them with staff contact information so they know who to reach out to for interpretation and translation needs.</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.
Family Handbook	September	We finalize our handbook mid-summer, send it to the T&I unit, and have ready for families when school starts. It will be available digitally on our website in addition to being printed out and sent home with students.
Family Communication Guide	September	We finalize our Family Communication Guide mid-summer, send it to the T&I unit, and have ready for families when school starts. It will be available digitally on our website in addition to being printed out and sent home with students.
School Schedule	Late August/September	We finalize our schedule mid-summer, send it to Notification of Daily Schedule August the T&I unit, and have ready for families before school starts.
Notice for Students with IEPs	August	We prepare any special info that students with Notice for Students with IEPs August IEPs need mid-summer, send it to the T&I unit, and have ready for families before school starts.
Newsletter items (notices of events/info families need to know) + Emails	Weekly (several times a week sometimes)	We have activities throughout the year (PTA fundraisers, student activities, sports events, etc.) that we include in our newsletter. Not all pieces of information are translated but the core/important bits are. Last year, we were able to translate many of these into Bengali and Spanish (our biggest languages last year) using a combination of internal and external language (DOE translation vendor) resources.
Emails		

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Curriculum Nights	September	Families will receive advance notice of planned curriculum events and will be asked to RSVP to alert us of any interpreting requirements they have.
Parent Mornings/events	Monthly	Families will receive advance notice of planned Parent Mornings (events) @ MS 839 Monthly parent events and will be asked to RSVP to alert us of any interpreting requirements they have.
SLCs (Student Led Conferences)	Nov/Feb/May	When families sign up for an SLC time slot, they will be asked to RSVP for interpreting services.
Tours for Prospective Students	Oct/Nov	We will hold dedicated tours in Spanish + offer interpreting services for other languages.

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 School Messenger to 1) communicate school-wide emergencies, which includes the ability to translate emails, voice calls, and text messages in multiple languages . For student-specific information to families, we either use a staff member fluent in the needed language or communicate with families through the DOE telephonic interpreting service.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	For getting student-specific information to families, we either use a staff member fluent in the needed language or communicate with families through the DOE telephonic interpreting service.
(C) If a parent has an emergency and needs to contact the school.	We can receive email communications in any language. If a parent needs to contact us verbally via phone or text, they can call us to let us know their preferred language and we'll call them back with a DOE interpreter immediately.

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>As was the case last year, our school's LAC will brief staff on the ways they can reach out and communicate with the families who speak a language other than English. They will be trained on how to use over-the-phone interpreters, will be provided with a list of staff that speak languages other than English, be guided to the T&amp;I Unit resources that are available on the DOE intranet, and informed on how to request an interpreter or document to be translated by a staff member who speaks that language or using the services of the DOE's contracted language service provider (LSP). Furthermore, the school's LAC will work closely with the PTA President to inform parents on the availability of and access to interpretation and translation services. A great effort is made to ensure that key school documents are distributed in the parent's language of preference. Our goal is to ensure that parents know their rights, are involved in their child's academic career, are informed and most importantly have a voice that is heard.</p>
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Parents will have access to DOE documents translated in their native language. (e.g. Welcome Poster, Parent's bill of rights, Guide to Language Access, Language ID guide, monthly parent newsletters, letters sent home to parents, report cards, IEPs, and etc.). Parent engagement events will be supported with interpretation services via a staff member who speaks the language or the DOE interpretation line when necessary. We are currently researching text/phone messaging services with robust language support which we hope to have in place for SY21-22.</p>
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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, <b>from Appendix A of Language Access Handbook</b> ). This is separate from the end of year parent survey.	Through Parent Surveys, Teacher Meetings, Parent Mornings, PTA meetings, and focused outreach by our Parent Coordinator, we will solicit the opinions, concerns, and feedback of parents who prefer to communicate in a language other than English. Based on parent feedback, we have included the timing of translating materials into when and how we send out parent-facing communications.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	We are working on implementing a more robust digital software (i.e. that is available in multiple languages) for families to communicate both with us as a school and with other parents. Our current software is more than we need as a small school but we still want multi-language capabilities.

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

### PART A: SCHOOL INFORMATION

Name of school:	MS 839
DBN:	15K839
<b>NEW:</b> Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

### PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	36
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	5
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>We have identified 1 ENL teacher and 5 content area teachers for this program. The program will meet twice a week on Tuesdays Thursdays after school from 3:30pm to 4:30pm. The 36 students will be divided into 5 groups based on their proficiency levels. Group will be approximately 6-8 students each, mixed grades. There will be between 5-10 students in each group. There will be one content teacher assigned to each group and an ENL teacher will be pushing in. Group 1: 6th grade EN &amp; EM Group 2: 6th Grade TR &amp; EX Group 3: 7&amp;8 Grade EN &amp; EM Group 4: 8th Grade TR &amp; EX Group 5: 6&amp;7&amp;8 Commanding former ELLs Content area teachers will provide support in content areas of math, science and humanities along with language acquisition. 1 ENL teacher will push into each group for 12 minutes each day to provide language support. The total number of sessions will be 25. The program will begin in January 3rd 2023 until April 4th 2023 Materials will be consumables such as paper, pens, notebooks, etc. \$66.18 per hours x 6 teachers x 25 hours = \$9,927 per session for direct instruction Supervision is at no cost to the Title III LEP Funds. Attendance will be taken via NYC DOE Grade and Attendance Application. Progress monitoring will be done via assessment in shared school google drive. All consumables and all program materials including student work and documentation will be stored in locked closet in room 404.</p>
Rationale	We believe that by having the supplemental program build on exciting structures and routines that happen during the school day, we will accelerate langue development.
Subgroups and grade levels of students to be served	All multilingual learners, 6,7,8th grade.
Schedule and duration	Tuesdays and Thursday from 3:30-4:30. January 2023-April 2023
Language of instruction	English with Native Language support as needed.
Number and types of certified teachers	1 ENL teacher and 5 content area teachers

Types of materials	STARI, Rewards, and Phonics for reading curriculum. These materials are at no cost to Title III LEP Funds. Consumables will be at cost.
Include any additional details here:	NA
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,6,7,8

## PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	The 2022-2023 Title III professional development program will consist of 4 sessions for all teachers participating in the program. The cost will include 1 hour of per session time for each employee for every session. The cost will be per session to participants. 6 Teachers x66.18x4hrs = 1,588.32 Provider will be the principal at no cost to the title III funds. The professional development will lead to improved instruction in the Title III program. Sessions will take place on Wednesdays from 3:30-4:30 pm on December 14 & 21, January 4 & 11.
Rationale	By supporting our Title III program teachers to deepen their knowledge of supporting multilingual learner language development, we can build on our school wide instructional focus of improve literacy instruction for all students. The professional development will lead to improved instruction in the Title III program.
Teachers to receive training	All 6 teachers participating in the title III program will receive professional development.
Schedule and duration	Wednesdays from 3:30-4:30 pm on December 14 & 21, January 4 & 11.
Topics to be covered	Assessment systems, screeners, secondary diagnostics, extended writing, academic vocabulary development, discussion strategies, and reading complex texts, all through the lens of developing school wide protocols.
Name of provider	Michael Perlberg
Include any additional details here:	NA

## PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <ul style="list-style-type: none"> <li>rationale</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> <li>how parents will be notified of these activities</li> </ul>	Rationale: During the 2022-2023 school year we plan to incorporate parent learning aligned to our core school wide improvement plan for focused efforts on literacy development. We plan to host 3 workshops in the spring focusing on literacy development, including reading, writing, discussion, and vocabulary development. Because these parent engagement activities will focus on all MS 839 students, they have already been budgeted for and will be at no cost to the Title 3 program. February 8th, 7-8pm. March 8th, 7-8pm April 5th, 7-8pm In addition MS 839 hosts parent workshops on high school preparation, healthy relationships for teens, internet and social media usage, amongst other topics. These workshops are provided by guidance staff, teachers, and parent coordinators. They are provided in person and virtually. Parents are notified in their preferred language of communication by email, text message, and backpacked flyers. Translation is provided by MS 839 staff and contracted vendors when staff are not available.
Rationale	Rationale: We want to incorporate parent learning aligned to our core school wide improvement plan for focused efforts on literacy development.
Schedule and duration	February 8th, 7-8pm. March 8th, 7-8pm April 5th, 7-8pm
Topics to be covered	Literacy development including reading, writing, discussion and academic vocabulary development.
Name of provider	Sedina Montoya, Liz Lee, Michael Perlberg
How parents will be notified of these activities	By email (translated) and via text messaging system in home languages as well as English.
Include any additional details here:	N/A

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	11515.32	Teacher Per Session for planning and running sessions. Direct instruction per session: 6 teachers x 66.16 x 25 = \$9927 Professional Development 6 teachers x 4 sessions of one hour = \$1,588.32 Total per session = \$11,515,32
Purchased services -High quality staff and curriculum development contracts.	0	NA
Supplies and materials -must be supplemental - additional curricula, instructional materials - must be clearly listed.	666.68	consumables including paper, pencils, and notebooks and other classroom materials
Educational Software (Object Code 199)		N/A
Travel	0	NA
Other	N/A	NA
TOTAL	12182	NA

Allocation Amount (\$):	\$12,182.
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

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

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