

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	22K889
School Name	P.S. 889
Principal	Maria Buckley

## 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:	PS 889
District Borough Number (DBN):	22K889
Grades Served:	Prek-5
School Address:	21 Hinckley Place
Phone Number:	929 397 9171
Fax:	929 397 9176
School Contact Person:	Maria Lucia Militello
School Contact Person Email Address:	mmilitello3@schools.nyc.gov
Principal:	Maria Lucia Militello

United Federation of Teachers (UFT) Chapter Leader:	Christy Wolfe
Parents' Association President:	Chris Confessore
SLT Chairperson:	Michelle Stankiewicz
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	NIA
School-Based Students in Temporary Housing (STH) Liaison:	Monachiel Harewood

## **District Information**

Geographic District:	22
Superintendent:	Julia Bove
Superintendent's Office Address:	5619 Flatlands Ave Brooklyn NY
Superintendent's Email Address:	jbove@schools.nyc.gov
Phone Number:	718-968-6117
Fax:	718-968-6252

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school’s educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor’s Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner’s Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
M. Lucy Militello	Principal or Designee*		
Christy Wolfe	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Chris Confessore	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Lisa Russo	District Council 37 (DC 37) Representative (staff), if applicable		
	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Gabrielle Zanelli	Member/ Teacher		
Clairetza Felix	Member/Teacher		
Michelle Luback	Member/Teacher/Chair		
	Member/Teacher		
Jill Beadle	Member/Parent		
Angela Olivar-Gonzalez	Member/Parent		
Julie Bartlett	Member/Parent		
Loakeisha London	Member/Parent		
Elizabeth Denny	Member/Parent / SLT CoChair		

## 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
	Parent / SLT Chair	
	Teacher / UFT Rep	
	Position / Constituent Group	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Non Title 1
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Provide your school’s mission statement:	<p>The mission of PS 889 is to cultivate an equitable, nurturing and supportive environment in which we are committed to preparing all children for the future. Our goal is to educate the whole child and build a strong foundation for life-long learning. To ensure that all children reach their academic potential, we provide a high-quality education and a rigorous curriculum within a caring school community that respects and values diversity. We build self-confidence in each and every child by providing an encouraging and enriching environment that maximizes opportunities for individual success and growth. Our aim is for students to develop innovative thinking, problem solving and communication skills. We encourage shared participation, responsibility and accountability between the school, home and community. Through the collaborative efforts of staff, parents, students and community we strive to construct a learning environment in which all children are empowered to achieve their maximum potential in a safe and compassionate environment.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>In SY 22-23, PS 889 will serve students in grades Pre-K through Grade 5 with an enrollment of 386 students. PS 889 was a new construction project in District 22, opening in SY 17-18. The school began with 85 students in grades Pre k and K with the expected growth to grade 5. The school has a diverse population that consists of: Asian: 13%, Black: 29%, Hispanic or Latinx: 20%, Native American: 1%, Native Hawaiian/Pacific Islander: 2% and White: 32%. Of our 385 currently enrolled students, 7% are English language learners and 16% are students with disabilities. PS 889 is a multi-cultural community, with 12 different languages spoken at home. The school utilizes Teachers' College Columbia University's Reading and Writing Workshops, Envisions Mathematics, and Amplify Science that blends hands-on investigations with literacy rich activities. Critical thinking is an essential priority focus for the school. Through differentiated instruction, such as tools, modeling and prompts, all students are able to take ownership of their learning to challenge themselves and others. We believe that through the incorporation of strategic questions in teacher's daily lessons, students are allowed to become strategic thinkers. During teacher professional development, teachers and administrators analyze student work to revise instruction. This data is used to enhance student performance. The teaching staff prides themselves on being life-long learners. Teachers are provided the opportunity to participate in leadership responsibilities. PS 889 has strong partnerships with families and organizations within the community to constantly improve the school and provide enrichment opportunities for it's students. Our partnerships include The Brooklyn Conservatory of Music, which provide violin and ukulele instruction. Franklin Furnace Sequential Arts, which provide theater, creative writing, gardening and art workshops. Thrive Collective, who creates opportunities through arts and offers mentoring in public schools, had collaborated with PS 889 to develop our beautiful mural. We have a partnership with a community-based organization (CBO), NIA Community Service Network, that provides after school programs. We are currently developing a partnership with Sanitation Foundation to develop sustainability projects. GrowNYC provides programs to afford students meaningful interactions with the natural environment. The NYC Ballet will have dance residencies with our third and fifth grade students that will culminate in a trip to see the ballet at Lincoln center. We collaborate with our in-house middle school, MS 890, where older students have an opportunity to work with younger students while gardening. We will collaborate with a community gardening consultant to further develop opportunities for hands-on learning, inquiry, observation and experimentation. We created enrichment opportunities where fourth and fifth grade students selected clubs based on their interests. Some examples of these clubs include cooking, photography and theater. Our PA formed a RESJ (Racial, Equity and Social Justice) Committee that includes both parents and teachers, which focus on the action steps we could take to ensure that each classroom is a culturally responsive environment and highlight our school's diversity. RESJ has provided books, coordinated events, supplied resources and offered workshops to celebrate culture and diversity in our school. We have also worked with Puppetry in Practice who offered the students an experience of a Chinese Dragon walk during the Lunar New Year. Our Student Council will continue to support the local community.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	TCRWP & Foundations	none
Math	K-5	Envisions Math, Exemplars	none
Phonics	K-2	Foundations, Heggerty	none

## 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)
Support all learners by identifying the gaps in student learning.	Overall, on average, our students grew 4 levels in their Fountas and Pinnell Assessments.	Some students need additional support in comprehension skills, high-utility vocabulary, stamina and fluency.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	77%	By June 2023, Elementary School ELA measures will show an increase in reading level for all students. Our goal this year is for a 5% increase from last year in the number of students who progress at least three reading levels in their Fountas and Pinnell Assessments (from 77% in 2021-2022 to 82% in 2022-2023).

**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)
		06/17/22			
We will use Fountas & Pinnell running record assessments	We will use the growth model	77% of all students who have increased 3 or more levels in Fountas and Pinnell Assessments	1.66% increase towards overall goal of all students in grades 1-5 improving their reading levels	3.33% increase towards overall goal of all students in grades 1-5 improving their reading levels	5% increase overall of all students in grades 1-5 improving their reading levels

**Action Planning - August to January**

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



Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	02/10/2023	Fountas & Pinnell running records will be administered to all students. Additional reading skills will be assessed through Concepts of Print and i-Ready assessments. Foundations assessments will be administered in Kindergarten - Second grade to target phonics skills. Heggerty will be used to provide instruction on foundational reading skills. Sound Sensible will be utilized to boost reading success through hands-on learning. Professional development will be provided by Teachers College staff developers to assist teachers in best practices for utilizing the data to plan differentiated small group lessons.
09/08/2022	02/10/2023	Small group teacher directed lessons will be structured to include vocabulary, language development and comprehension skills that will push students to reach the next reading level. Differentiated materials and digital tools will be used to reinforce literacy skills. Decodable books will enable children to practice the phonics skills they have learned and cumulatively build on those skills to develop fluency and confidence, becoming skilled readers. Students who are in need will receive additional AIS either during the day or after school. We are prioritizing common planning time, which allows educators to learn from one another and collaborate on projects to improve lesson quality, teaching effectiveness and learner achievement.
09/08/2022	02/10/2023	Teachers will send additional resources home to help students develop their reading skills. i-Ready lessons and leveled texts from Scholastic, Short Reads, will be utilized for targeted reading lessons. Cluster teachers will provide reinforcement of basic skills through different modalities connected to their discipline (art, music or PE).

**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?)
02/13/2023	06/27/2023	The midyear i-Ready assessment will be given and used in conjunction with F&P running records to identify skills that can be addressed in targeted small group instruction. Ongoing Foundations assessments will target phonics skills. Heggerty lessons covering consonants, digraphs, short vowels, rime patterns, and blends, long vowel words will equip readers with the necessary foundational skills to be successful readers. Sound Sensible will provide phonological awareness and beginning phonics instruction for beginning or struggling readers. Acadience assessments will also be used to target skills for struggling readers. Professional development by Teachers College staff will continue to be provided to help teachers plan and implement small group lessons that address students' needs.
02/13/2023	06/27/2023	Additional AIS support will be given from the AIS provider during the school day or during afterschool. i-Ready data will be used to provide lessons to be completed digitally based on students needs.
02/13/2023	06/27/2023	A final Fountas & Pinnell assessment will be used to monitor progress and identify the areas still in need. Targeted small group instruction will continue to be provided.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Parent Workshops	

Human Resources	After School Per Session
Instructional Resources	Classroom libraries, Spire, Foundations kits, i-Ready, decodable books, leveled texts, Sound Sensible, books to support the curriculum, mentor texts for TC, instructional videos
Schedule Adjustments	We added a half period to ELA
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)
Support for all learners by identifying the gaps in student learning.	16% of students scored on or above proficiency according to i-Ready Assessments.	Some students have gaps in their mathematical understanding and need additional support in targeted small group work and one on one instruction.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	16%	By June, 2023, Elementary/Middle School Math for All Students will increase 15%, from 16% to 31%, as measured by i-Ready assessments.

**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)
		6/17/22			
i-Ready Assessments, Envision chapter and cumulative unit tests	We will use the growth model	16% of all students are at level 3&4	5% increase towards the overall 15% goal of all students achieving Level 3&4	10% increase towards the overall 15% goal of all students achieving Level 3&4	15% increase overall of all students achieving Level 3&4

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	02/10/2023	The i-Ready test will be administered to all students. Data from the diagnostic will be aligned to Envisions chapter tests. Teachers will interpret data for individual students to inform their instruction. Teachers will conduct small group instruction and/or one to one conferences based on student data for mathematics. The use of Exemplars enables students to become problem solvers and boosts critical thinking, reasoning, and communication skills.
09/08/2022	02/10/2023	Professional development will be given to assist teachers in utilizing data to make instructional groups. Pre-unit and post unit performance tasks will be given to assess students' use of problem solving strategies, computation and number sense. Teachers will utilize modifications and scaffolds to support learning.
09/08/2022	02/10/2023	All students will receive i-Ready online assignments that provide differentiated instruction and support them on their individual paths to success. Math strategy groups will be formed to address deficiencies. Administration will provide professional learning for teachers on effective conferring and small group work.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/13/2023	06/27/2023	Mid year i-Ready assessment will be given to all students. Teachers will engage in data analysis and determine action steps. Teachers will provide clear step by step models for mathematical strategies during the whole class lessons and while working with students in small group instruction.
02/13/2023	06/27/2023	Teachers will use collaborative planning time to articulate action steps for students not yet achieving mastery. Students who are in need will receive extra assistance in small groups either during the day or after school.
02/13/2023	06/27/2023	The final i-Ready assessment will be administered. Small group and individual assistance will continue to be given during and after school.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Parent Workshops	

Human Resources	After school per session
Instructional Resources	i-Ready, Do the Math, Exemplars
Schedule Adjustments	Added half a period of Math
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)
Staff would like an improvement in Quality of Professional Development	NYC School Survey	Improved access to professional development opportunities to address students needs from learning loss during pandemic.
Improvement in access to school-based support for assistance with behavioral and emotional needs.	DESSA Survey	Increased need for social and emotional support during pandemic.

**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
Collaborative & Trusting Relationships	74	By June, 2023, practices related to Social-Emotional Support will improve 6%, from 74 to 80, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Collaborative & Trusting Relationships	92	By June, 2023, practices related to Social-Emotional Support will improve 6%, from 92 to 98, as measured by teacher observations recorded by DESSA SEL Screener, resulting in improved Collaborative & Trusting Relationships.

**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)
		06/17/2022			
Surveys	We will use growth model	74	2% increase towards the overall goal in grades K-5	4% increase towards the overall goal in grades K-5	6% overall increase in grades K-5
DESSA SEL Screener	We will use growth model	92	2% increase towards the overall goal in grades K-5	4% increase towards the overall goal in grades K-5	6% overall increase in grades K-5

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	02/10/2023	Providing each teacher with professional development opportunities through Teachers' College and allowing them opportunities to turnkey material to their colleagues.
09/08/2022	02/10/2023	The school intentionally creates opportunities for teachers to meet during common planning time. Teachers analyze students' work, share best practices, and plan lessons and curriculum together. Continuous planning to ensure students identities are affirmed and reflected in the curriculum and processes of learning.
09/08/2022	02/10/2023	Weekly inquiry meetings to target students in need with tier 1 interventions.
09/08/2022	02/10/2023	Develop a Social Emotional school wide initiative that integrates word of the month and activities aligned to each word of the month.
09/08/2022	02/10/2023	Create a social and emotional framework that includes restorative approaches and culturally inclusive practices that build a collaborative community, trusting relationships, and school culture where students feel safe and supported.
09/08/2022	02/10/2023	Daily SEL lessons will be implemented across content areas. The Social Worker and Guidance Counselor will be available to students who require individualized support.

**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?)
02/13/2023	06/27/2023	We will continue to provide a robust system of effective professional development, giving teachers knowledge and skills that they will utilize in the classroom.
02/13/2023	06/27/2023	We will continue to offer professional learning for teachers to help improve their classroom performance and their ability to connect with students.
02/13/2023	06/27/2023	Weekly professional development opportunities across content areas will allow teachers to share new techniques and tools that they can utilize with their own students.
02/13/2023	06/27/2023	Continue using Sanford Harmony Curriculum for K-5 to support the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
02/13/2023	06/27/2023	Provide professional developments for teachers that help them recognize disruptive behaviors as social emotional learning opportunities.
02/13/2023	06/27/2023	Continue utilizing "brain breaks" which include benefits of physical activity and the positive correlation of improved mood and self-confidence which results in improved student behavior.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Parent Workshops	

Human Resources	Per Session
Instructional Resources	Teachers College, Sanford Harmony
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)
Timeliness of IEP Completion: Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.	SEIS IEP Completion Report - June 2022 97%	Newly registered students coming in with IEPs that are inconsistent with current abilities. Some annual reviews were not completed due to the pandemic.

**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)	97	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the timeliness of IEP completion by increase 3%, from 97% to 100% , as measured by IEP Review, SEIS IEP Completion 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)
		06/22/22			
IEP Completion Report	Timely completion of IEP annual reviews	97%	1% increase towards overall goal of all students with disabilities in grades K-4 will have IEPs reviewed and completed By June 2023	2% increase towards overall goal of students with disabilities in grades K-4 will have IEPs reviewed and completed By June 2023	3% increase overall of students with disabilities in grades K-4 will have IEPs reviewed and completed By June 2023

## Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Have IEP review meetings with special education teachers, special education assistant principal and principal. Ms. Stankiewicz is now the special education lead. We will have monthly special education meetings to discuss and review the goals on IEPs.
09/08/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Have special education teachers attend professional development such as, SPIRE and Sound Sensible. Incorporating referral system that utilizes RTIs.
09/08/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Ongoing meetings that occur with classroom teachers, special education teachers, psychologist and administration. Created IEP snapshot to better understand services and accommodations.
09/08/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Ongoing monthly IEP/ Pupil Personnel Team meetings; have monthly special education vertical teacher team meetings.
09/08/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Ongoing monitoring of all special education compliance reports and follow up service providers.
09/08/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Ongoing SIT meetings
09/08/2022	06/27/2023	All Staff	Schedule meeting with staff before the annual is due to review alignment of PLOP and 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)
09/08/2022	06/27/2023	Parent Workshops	

Human Resources	Per Session
Instructional Resources	Spire, Sound Sensible
Schedule Adjustments	N/A
Other Resources Needed	N/A

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

### Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Initial Placement Inventory and student's independent reading level	SPIRE	small group	during and after school	no
Tier 2	Student's independent reading level	Guided Reading	small group	during school	no
Tier 2	Teacher observation/data from iReady, Acadience, F&P	Foundations	small group	during the day	no
Tier 2	Teacher observation/data from iReady, Acadience, F&P	Sound Sensible	small group	during and after school	no
Tier 2	Student's independent reading level	Heggerty	small group	during school	no
Tier 3	Initial Placement Inventory and student's independent reading level	SPIRE	one-to-one	during and after school	no
Tier 3	Teacher observation/data from iReady, Acadience, F&P	Heggerty	one-to-one	during school	no
Tier 3	Teacher observation/data from iReady, Acadience, F&P	Sound Sensible	one-to-one	during school	no

## **Student Social/Emotional Support**

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Student choice, Staff recommendation	Sanford Harmony	small group	during school	no
Tier 3	Student choice, Staff recommendation or parent request	Guidance Counselor or Social Worker Intervention	one-to-one	During School	no

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

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



<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>17</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>PS 889 teachers and our Parent Coordinator will conduct frequent outreach to the parents and caregivers to see if there is any assistance needed. Students will be provided with extra resources such as books and school supplies, backpacks, clothing and an electronic device to ensure that learning can occur. We will also coordinate bus service to ensure students are able to attend school if necessary. We will offer family resources, workshops and information sessions, learning resources, technology support, access to school support staff, guidance counselor, social worker and school psychologist.</p>
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 889, 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 and Parent Association (or Parent-Teacher Association) as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>PS 889 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community</p>

### Parental Involvement and School Quality

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

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

### Encouraging School-Level Parental Involvement

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

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

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

PS 889, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

### I. School Responsibilities: Supporting Home-School Relationships

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

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

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

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

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

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

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

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

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

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

## PART I: SCHOOL ML/ELL PROFILE

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

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

### A. School Information

District:	22
Borough:	Brooklyn
School Number:	889

### B. Language Allocation Policy Team Composition

The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Member Title	Name
Principal	M. Lucy Militello
Assistant Principal	Michelle Esposito
Coach	n/a
Coach	n/a
English as a New Language (ENL)/Bilingual Teacher	Romana Ramzan
Teacher Kindergarten	Michelle Stankiewicz
Parent	Chris Confessore
Parent Coordinator	Monachiel Harewood
Speech Therapist	Katelyn Bean

## C. Teacher Qualifications

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

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

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

### 2. Certified Teachers with a Bilingual Extension

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

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

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

Total number of students at your school (excluding pre-K):	351
Total number of current ELLs at your school:	23
Total percentage (%) of current ELLs at your school:	6.55%
Total number of former ELLs at your school:	7
Total percentage (%) of former ELLs at your school:	2.18%

## PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>During the stand-alone periods, a certified ENL teacher works with Entering and Emerging level ELLs to help reinforce strategies and build on foundational skills. At times, the ENL teacher will combine two consecutive grades together to service students. Therefore, students are grouped heterogeneously. Our Entering and Emerging ELLs attend Stand-Alone ENL for a total of 180 minutes each week, in accordance with CR-Part 154. Our ENL teacher is in constant communication with classroom teachers about curriculum and student progress. This allows the ENL teacher to create materials that best support ELLs in further comprehending their classroom lessons while developing a deeper understanding of the English language. The ENL teacher provides a nurturing learning environment for the newcomer ELLs to facilitate most advantageous learning. Stand-Alone ENL services allow for practice time in all four-language modalities while meeting NYS ENL Standards. The ENL teacher also focuses on phonetics (letter and word sounds), morphology (word forms and relationships), syntax (the arrangement of words in a sentence), pragmatics ( words and language in context), language development and vocabulary through the use of ESL methodology. Instruction is focused for students to attain the language skills necessary to access the core curriculum content areas. Our ENL Program is a rigorous, systematic approach to English language instruction using second language acquisition methodologies. We provide access to content area instruction through the uses of various instructional supports, e.g., scaffolding, modeling, bridging, contextualization, schema building, graphic organizers, questioning, text representation, metacognition and working in cooperative groups, the balanced literacy model, and thematic units of study.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our Integrated ENL consists of Entering, Emerging, Transitioning, Expanding, and Commanding ELLs. For Integrated ENL instruction, the ENL teacher pushes-in to the heterogeneously grouped general education classrooms and ICT classrooms and co-teach with the classroom teacher(s). On the days of Integrated ENL, all teachers on the same grade level teach the same ELA lesson so that ELLs do not miss instruction. During the co-teaching periods both the ENL and classroom teachers work as a team to present the mini-lesson. The classroom teacher and ENL teacher share a common prep period to design and modify lessons that allow and assist students in developing academic language skills appropriate to their proficiency levels. Entering, Emerging, Transitioning, and Expanding ELLs receive a total of 180 minutes a week of Integrated ENL, in accordance with CR-Part 154. Commanding ELLs receive a total of 90 minutes each week of small group instruction, in accordance with CR-Part 154. Each teacher is able to utilize his/her own pedagogical expertise, providing all students with a well-rounded lesson. This can include pre-teaching critical content and vocabulary, providing language models and scaffolds, or modifying materials to allow student comprehension. The ENL teacher supports the ENL students during the General Education teachers' lessons by adding ENL supports including language objectives, vocabulary enrichment, sentence stems, modeling, visuals and posters. The ENL teacher's contributions help the ENL students access grade level material and participate in the class. All students benefit from this teaching model. After the mini-lesson, ENL teachers take small groups of ELL students based on proficiency level and needs. All MLLs/ELLs are engaged in their daily lessons and participate in activities. Our ENL program features high quality instructional practices that assist in the academic development and achievement of ELLs. At the culmination of Integrated ENL, the whole class comes together to discuss what they learned. The ENL teacher strives to make a seamless transition for ELLs so that they feel most comfortable in their learning environment and are willing to take risks as they meet NYS Next Generation Learning Standards.</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>At this time, we do not have a TBE or Dual Language programs, as per parent choice.</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>As per CR Part 154, our staff is organized to ensure that all students receive at least the mandated number of instructional minutes according to their NYSESLAT proficiency level. In order to do this, before school starts, the ENL teacher and the administration looks at the NYSESLAT data and groups the students by grade level and proficiency level. We then add in all the new admits and transfer students within the first 10 days of enrollment. We ensure all students are identified by running the RLAT in ATS. This report gives us the scores on the NYSESLAT so we can verify that all students are put on the entitled list to be serviced. The number of students and periods will be determined when we receive NYSITELL and NYSESLAT results. Entering and Emerging students receive Stand Alone ENL where they receive explicit instruction in ENL. Entering and Emerging level students receive 360 minutes (180 minutes standalone and 180 integrated ENL for Entering and 90 minutes standalone and 180 minutes integrated and 90 flexibility for Emerging). Transitioning students are also invited to join the Stand Alone group due to the flexibility of the minutes. Transitioning level students receive 90 integrated ENL and 90 minutes flexibility, totaling 180 minutes. The Expanding level students receive 180 minutes integrated ENL. Teachers collaborate and co-teach with classroom teachers to deliver instruction to MLL/ELL students. Scaffolds are provided to maximize language learning, including visuals, leveled texts, vocabulary lists, word banks, sentence prompts, and graphic organizers. Commanding level students receive 90 minutes of support in small group instruction. The push-in program offers ENL in an integrated setting. English Language Arts is incorporated within all ENL lessons. ENL teachers plan their lessons to meet NYS ENL Standards and NYS ELA Next Generation Learning Standards in both Stand-Alone and Integrated ENL instruction. ELLs have the opportunity to practice listening, speaking, reading, and writing with language and academic support from the ENL teacher. Special education students determined to be ELL based on their NYSITELL or NYSESLAT scores receive services in accordance with their Individualized Education Program (IEP). At this time, there is no Home Language Instruction because there is no bilingual program currently at PS 889.</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>	n/a
<p>In which language(s) is each core content area taught?</p>	n/a
<p>How is instruction designed to include both languages?</p>	n/a
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	n/a

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

## PART IV: ASSESSMENT ANALYSIS

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

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



<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>Newcomers are defined as MLs/ELLs who have received ELL services for 0 to 3 years. Referring to the ELL Data Analysis Tool dated 3/30/22, 15 out of our 19 MLs/ELLs fall into this subgroup. The percentage of Newcomers in our ELL subgroup is 78.9%. 4 students are in the Developing MLs/ELLs subgroup, defined as MLs/ELLs who have received ELL services for 4 to 7 years. The percentage of Developing MLs/ELLs in our ELL subgroup is 21.1%. At this time, we have no Long-Term MLs/ELLs and no Students with Inconsistent/Interrupted Formal Education (SIFE). Effective services for Newcomers differ from those provided to Developing or Long-Term ELLs in various ways. To begin, Newcomers receive more minutes of ENL instruction per week. They receive 180 minutes of Stand-Alone and 180 minutes of Integrated ENL services each week, totaling 360 minutes of support weekly. Effective ENL services are also delivered to our 15 Newcomers and our 4 Developing students by addressing the four modalities of language development (Speaking, Listening, Reading, and Writing). All modalities are implemented within instruction and are differentiated for our MLs/ELLs. ENL strategies are shared with the classroom teacher and instruction is built around common themes. Furthermore, P.S. 889's plan for newcomers provides for a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into an academic setting. We help newcomers adjust to the new learning environment more easily by familiarizing them with daily routines, labeling classroom objects, teaching basic vocabulary, assigning classroom jobs with taking into account their level of proficiency, focusing on the positive, creating frequent opportunities for success in the classroom, and by using TPR (Total Physical Response) and other scaffolds to aid in comprehension. It is our goal to include newcomers in all instructional activities that take place in the classroom. These students may be exempt from the state test depending on the length of time they have been in an English language school system. As ELLs, they are entitled to receive test accommodations on all tests throughout the school year, including standardized state tests. They also receive time and a half to complete their tests. Accommodations are continually made to ensure that our newcomer ELLs make language, academic, and social success. Newcomers are students who have recently immigrated and have very limited English language skills. They are at the Pre-Production stage of Second Language Acquisition. Newcomers are placed in monolingual classrooms according to their level and ENL mandate. A certified ENL teacher conducts a push-in program to meet their mandated ENL instruction. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English. We also utilize bilingual picture dictionaries in some of the languages spoken at our school. Students have access to many computer programs and subscriptions to assist in their language acquisition such as RazKids, Epic, and Reading A-Z. We have a collection of bilingual/native language reading books and online that all students have access to read during the reading block. According to CR Part 154, a Student with Interrupted Formal Education (SIFE) is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and, may be pre-literate in their first language) or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for potential SIFE students is made in conjunction with the parents, ENL staff, the administration, the classroom teacher(s), AIS teacher, and guidance counselor. SIFE students need intensive special support and assistance. At times, SIFE students can be placed in an ICT class to benefit from having two teachers and often a para-professional as well to provide extra support. Although we have no students with inconsistent educational backgrounds, students who have had breaks in educational service will be placed in AIS programs with an ENL teacher and instruction will be accommodated by providing an extra period of ENL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations, providing academic intervention services from our AIS teacher, counseling services by the guidance counselor, small group instruction based on assessed needs, attending after-school reading/math programs to improve literacy and math skills and providing access to computer assisted language translation and learning programs. For our developing students, who respond in simple sentences and have greater receptive skills in comparison to their expressive abilities, instruction will focus on activities that are designed to: develop higher level of language use in the content areas by supporting the development of Tier II and Tier III vocabulary. We encourage the use of reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) and foster self-monitoring skills. The strategies used for these developing students are: modeling the writing process through brainstorming activities that are visually displayed via graphic organizers, charts, think-aloud, explicitly teaching grammar, spelling and punctuation rules, format for writing essays, reports, poetry and letters, conferring with students to identify strengths and areas of need. These conferences provide data to drive instruction to further support our students. Small group instruction is used to target specific concepts and reteach if necessary.</p>
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<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>Many factors are taken into consideration when teachers plan for their MLs/ELLs. Their proficiency level, the amount of time they have been in the country, whether they have had any interrupted education, and their literacy level in their native language are considered. Long Term ELLs are students who have been enrolled in schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. At this time, we do not have Long-Term ELLs. In the event that we register Long-Term ELLs, the leadership team and current classroom teachers will meet to discuss each student that falls into this sub-group. For students who are identified as needing extension of services (4-6 years) Academic Intervention Services (AIS) by the specially trained AIS teacher will be offered, in addition to the instruction they receive from a certified ENL teacher. These students would be discussed at monthly School Implementation Team meetings to ensure progress is being made in Reading, Writing, Listening, and Speaking. For the students who fall into the sub-group of not meeting the standard in reading both the classroom teachers and ENL teachers work collaboratively to improve reading comprehension, fluency, accuracy, and decoding skills by using the workshop model as a foundation of all reading instruction. Students are grouped according to their reading level (as measured by Fountas and Pinnell) and according to the skill they are working on. All lessons are aligned to the learning standards to ensure that students have access to grade level texts. Short-term and long-term goals are set for each student with the ENL teacher and classroom teacher. Curriculum maps have been designed by grade level teams with input from the ENL staff that incorporate the learning standards. Teachers confer with students one-on-one and then group students according to specific strategies that need to be practiced and mastered. Personalized word walls with visual supports are used to help individualize instruction and assist students with their daily writing. Students are immersed in a print-filled environment.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>We have three students who are Former ELLs. That is 1.1% of our active students schoolwide. Students who have scored at the Commanding level of the NYSESLAT receive an extra 90 minutes a week of support for two years as per CR-Part 154. Former ELLs receive these extra 90 minutes of support by either working in a small group with their classroom teacher or receiving Integrated ENL services from the ENL teacher. As with all integrated services, ENL support and instruction are presented within their grade classroom. ENL teachers collaborate with classroom and content teachers to ensure that these students are receiving continued support, despite having demonstrated proficiency in the English language. Some structures put into place to support these learners are: modified/leveled activities, continuing to focus on building academic language through the use of modeling and visual support and creating metalinguistic awareness within students by highlighting root words, affixes, cognates within texts, and idioms. Former ELLs, Commanding students, are identified for continued testing modifications as required, such as extended time. They receive support for two years with their ENL teacher to receive individualized targeted instruction. In addition, the classroom teacher includes all FELLs as part of small group instruction to continually monitor progress.</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>We used the ELL Data Analysis Tool to analyze the NYSESLAT scores from the Spring 2021 and the NYSESLAT scores from the Spring of 2019. The ELLs at PS 889 made progress on the Spring 2021 NYSESLAT. 11.11% of ELLs tested at the Entering level, 27.78% tested at the Emerging level, 5.56% tested at the Transitioning level, 38.89% tested at the Expanding level, and 16.67% tested at the Commanding level. Based on this data in K-4, our MLs/ELLs are placed in heterogeneous classrooms to foster inclusiveness with their peers and language acquisition. ENL teachers use the NYSESLAT scores to create their instructional small groups that will support, challenge and invite them to share their thinking with students. For the NYSESLAT, all four modalities drive instruction, Speaking, Listening, Reading, and Writing. We observed that the previous school year following the pandemic, and with the interruption of traditional brick and mortar instruction, that many of our students struggled with the speaking and writing component. We will address this decline in our delivery of instruction this year. Teachers will continue to focus on language development and purposeful writing.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Spring of 2021 was the first year our school administered the ELA as it was the first year we had 3rd graders in our school. The two students who took both exams did better on the NYSESLAT than the ELA. There is a correlation between students' performance on the NYSESLAT and other state assessments, such as the ELA assessment and the Math assessment. When comparing the data from the Spring 2021 ELA assessment and the Spring 2021 NYSESLAT, we noted that two scored a 2 on the ELA assessment. One of these students reached the Expanding level and the other reached the Commanding level on the NYSESLAT. When comparing the data from the Spring 2021 Math assessment and the Spring 2021 NYSESLAT, we noted that two students scored a 1 on the Math assessment. One of these students reached the Expanding level and the other reached the Commanding level on the NYSESLAT. Analysis of this data will inform instruction for the following school year.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>At risk ELLs have struggled through this past year and the staff will continue to address their deficits. An elevated at-risk level at PS 889 is "Temporary Housing" at 17.4% of our ELLs and Former ELLs are in temporary housing. We prioritize creating supports for specific student subgroups according to research-based at-risk indicators for ELL success. We strive to create an affirming, warm, welcoming, and stable learning environment for this subgroup to promote comfort, ultimately leading to language and academic growth. We do not have any SIFE students at PS 889. However, data indicates that attendance of ELLs influences their achievement. ELLs who attend school regularly have been shown to achieve higher language, academic, and social levels than ELLs who do not attend school regularly. To promote consistent attendance, we prioritize making school a place where ELLs feel safe and engaged. Given the importance of early learning experiences on academic and social achievement, school attendance is prioritized. Students who attend school regularly are able to learn more and develop better study habits. Our attendance outreach protocols assist in increased attendance rates. Our Attendance Teacher, Eddy Alexis, and our Pupil Accounting Secretary, Lynda Browning, reach out to families regarding attendance through phone calls, emails, and letters. The classroom and ENL teachers also assist with attendance outreach. If needed, the "Over-the-Phone Interpretation Service" is utilized to better communicate with families in their home languages and to express the importance of attendance in correlation to achievement. Portfolios have been made for at-risk students, individual goals have been set and whole grade expectations defined. Current and past data have been analyzed to address trends and drive small group instruction.</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>The largest representation of our ELL's home language is Spanish with eight of our 19 students speaking Spanish at home, followed by three students who speak Haitian Creole at home. The staff at PS 889 support communication and learning by providing appropriate scaffolds and supports to promote language development. Additionally, we are fortunate to have several bilingual staff members that speak six of the nine languages and are able to aid in communication with ELLs, Former ELLs, and their families. We are fortunate to have school that speak six of the nine languages. It is always our intention to keep open communication with our parents. We address our ELL parents with their preferred languages of communication both orally and in written translation. We refer to Section 3 of the Home Language Survey to communicate with the language of their choice. Our school uses the Adult Preferred Language Report (RAPL) to discern the preferred language of choice for all PS 889 families. If needed, the staff uses the DOE Translation and Interpretation Unit to communicate with the parents in their preferred oral and written communication. Teachers are given a list of the preferred language of the parents for the students in their class. The Parent Coordinator also has a list of the families and the languages that they speak. PS 889 uses Class Dojo to communicate with families and it has a translation option to keep families informed. Class Dojo Translate enables families to translate all classroom announcements and messages into their preferred language. Furthermore, the ENL classroom places a high value on supporting students' home languages and cultures. The ENL classroom is colorfully decorated with bilingual posters, visual supports, sentence starters, and classroom labels. It also has a bilingual library, bilingual educational materials, and bilingual dictionaries. ELLs and Former ELLs feel comforted and supported knowing that their home languages are valued within our school.</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 (CR-SE)</b>?</p>	<p>The ELLs of PS 889 have various racial and ethnic classifications. P.S.889 is fortunate to be a diversified school comprising of 2 Hispanic, American Indian/Alaskan, 3 Asian, 1 Hawaiian/Pacific Islander, 7 Black, and 6 White students. This data was taken from the race and ethnicity data from the ELL Data Analysis Tool. We strive to create a student-centered learning environment that values the cultural identities of our all our students. The school continues to make tremendous strides in implementation and delivery of Culturally Responsive and Sustaining Education (CR-SE). P.S. 889 has a team of teachers devoted to delivering turn-key presentations and establishing outreach between the staff and our parent association. Within the building we create a safe haven for all students. We create a welcoming and affirming learning environment, have high expectations while delivering rigorous instruction, provide an inclusive curriculum and assessment, and maintain professional learning throughout the school year. Teachers provide scaffolds, supports, and differentiation for ELLs so that they are fully immersed in CR-SE. We strive to foster a welcoming and affirming environment for our English language learners. Newcomer ELLs are assigned to a peer-partner in their classroom who speaks the same home language. This allows the newcomer ELLs to feel more comfortable and secure knowing that their voices are heard and important. Additionally, visuals and labels are posted around the classroom. Our ENL teacher also provide ELLs with bilingual glossaries and newcomer guides. These resources aid ELLs in learning the daily routines, as well as important every-day classroom and academic vocabulary. Furthermore, the ENL teachers invite ELLs to share about their cultures and traditions. This aids our ELLs in feeling their importance to our school family. The ENL teacher acknowledges and celebrates multiculturalism through her daily instruction incorporating connections to music, dance, costumes, and ethnic foods. Our staff is continually engaged in professional development workshops that foster a learning community of empathy and respect with culturally relevant and responsive teaching and texts. We know the importance of connecting reading to social-emotional learning to support positive self-image and skills development. We consciously choose books and literature that is representative of our students. This environment allows ELLs to feel safe so that they excel emotionally and academically as they take risks in their learning environment.</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>We do not currently have any SIFE ELLs at PS 889. Six of our eighteen MLs/ELLs students have IEPs. Looking at this sub-group and their NYSESLAT performance on the Spring 2021 assessment, students scored lower on writing than any other modality. Two of these students progressed to the next proficiency level for ENL services, two scored the same proficiency level and two scored into a lower proficiency level. One child is a Kindergartener who was identified as an ELL this SY. We are addressing the learning concerns of each of these students with disabilities. The ENL teacher will work closely with their classroom teachers to determine where they are in the beginning of the year and how to help them progress. Five of these students will be invited to an after school program to promote academic recovery in grades 1-4. We believe that following our students' IEPs is the ultimate factor that has positively influenced their test results. It is our priority to provide support needed to ELLs with IEPs according to their individual learning preferences so that they meet with the same academic and language success as their peers without IEPs.</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>P.S. 889's Instructional Leadership Team (ILT) considers our MLs/ELLs as an essential fabric of school community. Decisions and policies are built to provide supportive measures and materials for all our students, inclusive of our ML/ELL students. To support planning for our MLs/ELLs, teachers meet often to implement and revise structures and curriculum currently in place. This is an ongoing process in which the ENL teacher collaborates with classroom teachers to implement structures to best support our MLs/ELLs. Students are provided with materials to support their learning in all classrooms. The ILT ensures that ELLs needs are being met through thorough lesson planning. Each grade makes every effort to include appropriate differentiation, scaffolding, and other supports that would be beneficial for the ELLs. Schoolwide, teachers model instruction, provide time for turn and talks, and meet students in small groups. Teachers collect student data using conference notes and checklists. In addition, the leadership team looks at the areas where the students are performing above and below standards to provide additional support and professional development. Teachers are given planning time to collaborate and share ideas, strategies and supports for our MLs/ELLs. Our ENL and classroom teachers continually provide feedback on the progress of the ELLs and acts as an advocate to ensure that all their academic, social, and emotional needs are being met. The ENL teacher also models best practices for teaching ELLs to the lead classroom teachers so that they could turn-key these methods to their grade. Part of PS 889's instructional design is to teach language and content at the same time so that ELLs flourish in all subject areas. Our goal as a team is to know every student well, to strengthen core instruction so that ELLs are actively engaged, and to use shared and inclusive curriculum. Collaboration between our ENL teacher and lead classroom teachers during Instructional Leadership Team meetings is key in considering ELLs in our school's instructional design.</p>
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<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>Our English as a New Language program is a research based-program that delivers content area instruction to support language development through language-focused scaffolds. ENL and other content-area teachers collaborate purposefully and consistently to promote academic achievement in all content areas. We develop the students' English language skills through the stand-alone and integrated models with the goal of meeting the literary standards outlined in the Next Generational Learning Standards. We utilize the Four Hallmarks of Core Instruction to aid us in doing so. All core content in both Integrated and a Stand-Alone setting is delivered in English. To begin, we work with a variety of texts that feature big ideas, rich content and multiple perspectives. In an Integrated setting, we utilize the same text that the class is reading. The ENL teacher brings scaffolds and supports into the classroom to aid ELLs in better comprehending these challenging texts. In a Stand-Alone setting, the ENL teacher focuses on key paragraphs from that same text. The ENL teacher will preload vocabulary with picture support prior to reading. This allows ELLs to understand the main idea and vocabulary prior to reading the text. We discuss the text to build language and knowledge. In an Integrated setting, students have the opportunity to work side by side with English language proficient students. The ENL teacher and the classroom teacher strategically plan questions that will support the ELLs acquisition of the language while strengthening the skills of the English language proficient students. We also utilize visuals, leveled texts, realia, bilingual dictionaries, word banks, conversation and writing prompts, and technology. In a Stand-Alone setting, the ENL teacher provides sentence starters to support an ELL when they answer questions. The ENL teacher also allows ELLs time to plan their responses by using the strategy, "Think, Jot, Pair, Share". This aids in building confidence so that they are more likely to engage in discussion. The third Hallmark of Core Instruction is using extended writing as a platform to build language and knowledge. In an Integrated setting, ELLs are provided with graphic organizers to brainstorm their ideas. These graphic organizers allows ELLs to complete the same writing task as their English proficient peers. In addition, the ENL teacher sits with all ELLs in a small group for conferencing. Conferencing aids the ELLs in the revising and editing process of their writing. In a Stand-Alone setting, the ENL teacher writes a model with the ELLs through a think-aloud. ELLs are provided with vocabulary and sentence starters that to support their writing. Lastly, we study a small set of high-utility vocabulary to master language and knowledge. In an Integrated setting, the ENL teacher pre-reads the text to find key vocabulary words. The ENL teacher then creates visual support for these words to aid the ELLs in comprehending the provided text. ELLs use the high-utility vocabulary words in sentences to show their understanding. In a Stand-Alone setting, ELLs are instructed to spell the vocabulary word, repeat it, write it, and create a sentence using the word. These ENL-based strategies have fostered language development as the ELLs work to meet the demands of the Next Generation Learning Standards. We provide a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students. Teachers use daily conference notes and checklists to monitor progress. Students work with rubrics to identify progress and areas of need. Our staff anchors instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.).</p>
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<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>ELL students at PS 889 have a variety of grade-appropriate, rigorous, Next Generation Learning Standards-aligned instructional materials available to them within their classroom and in the ENL room. Some of these resources include written material across all curricular areas, large books, bilingual dictionaries and books on audio. Picture dictionaries are also supplied to support our ELL sub-groups (new arrivals, students with IEPs, and long-term ELLs). Increasing curiosity and encouraging reading for pleasure are elements encouraged across all grades, while providing a balance of informational reading and literary texts. Focused areas are identified: academic vocabulary words, grammar skills, letter-sound correspondence, and reading comprehension for targeted small group instruction. Guided Reading texts are used to build content through short reads, utilizing different genres within levels A-Z. The four modalities of Speaking, Listening, Reading, and Writing are incorporated in each theme. Teachers of ELLs use a variety of instructional strategies to provide access to academic content areas and accelerate English language development. PS 889 delivers instruction to reflect the diverse needs of our ML/ELL students. ELL students also have access to a broad range of technology, including laptops, iPads and Promethean boards. Our school uses web-based software programs called i-Ready, Reading A-Z, Imagine Learning Language and Literacy, and Epic to help support ELL learning. ENL teachers are also using other technology platforms during their instructional minutes. Some of these digital platforms include Zoom, Padlet, NearPod, and FlipGrid. Many of these programs have bilingual features. Teachers have acquired the necessary knowledge to further support their ELLs in their language learning process through Google Classroom and Microsoft Office. For example, they will download the necessary "Add-On" so that the ELLs can have their assignments read aloud to them. This will further enhance the ELLs' listening and reading skills. Another "Add-On" that will be utilized will allow newcomers to write in their native language and then translate the document. These features are also available in Google Docs and Google Slides, ensuring that all ELLs can participate within their academic setting. The Classroom, Science, Art, Music, and Technology teachers all have computer access and use Google Translate and Microsoft Translate when necessary to effectively communicate content area concepts to ELL students. Our ELL-SWD population use the same materials as their grade level schoolmates. However, their assignments may be modified as per their IEP to accommodate their learning needs.</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>PS 889 uses 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. Our ENL teacher works closely with our special education teachers to meet the individualized needs of ELLs with IEPs. They work closely together to provide ELLs with IEPs appropriate instructional materials to continue their language acquisition progression. Teachers review each child's IEP to ensure that all accommodations are made in both the ENL and Special Education classroom settings. The ENL teacher and the Special Education teacher work together towards strengthening each ELLs skills in all language modalities according to their learning needs as per their IEP. Instructional goals are set for each IEP student with the collaborative effort of the special education teacher, the general ED teacher, and all service providers. The ENL teachers also communicates daily with other service providers. They share data on how the ELL is progressing. They share strategies that can be applied in both settings to provide consistency for the ELL with the IEP. Our ultimate goal is to retain the special education student in the least restrictive environment while providing curricular and instructional delivery with high expectations. The ENL teacher schedules the special education student within the program to make sure that all services are intact. Communication is done with the speech therapist, and all staff members involved to address each student holistically. Grades K-5 use curriculum maps, and vertical planning to know and prepare for the year to come and expectations of the following year. An example of this would be that struggling students might receive toolkits that would be provided for previous grade as a scaffold. ENL teachers collaborate with the general education teacher to modify lessons to have multiple entry points to meet the needs of the diverse learners in the classroom. Additionally, teachers use assessments to create groups for guided reading, and flexible groupings for strategy lessons. The materials for ELLs with IEPs are grade and age appropriate. ELLs have access to iPads, laptops, audio books, computers, and whiteboards to support and enhance their learning according to their IEPs. The classroom and ENL Teachers use the materials in a variety of ways to meet the needs and abilities of each individual child. Various materials allow for increased home language and English supports and interventions. The support is provided to students via bilingual libraries, educational bilingual materials, and bilingual dictionaries.</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>Knowing every student well is an essential component to our school’s mission. To do so, we use a variety of screening assessments to guide instructional planning for our ELLs. The teachers establish beginning of the Year (BOY), middle of the Year (MOY), and end of Year (EOY) F&amp;P reading levels are determined and shared with all staff. We use this information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, and how well the ELL can comprehend a story and retell it. We also use the i-Ready program. i-Ready is an instructional and assessment program. The results from this program provide educators with the resources needed to help ELLs meet with success. Acadience is another screening assessment tool for the 2022-2023 school year. Acadience is a curriculum neutral assessment and is used for both benchmark and progress monitoring. It allows us to look for trends in a specific population or across grade levels. Our students are tested on appropriate skills based on their grade level. Once a student completes the screening assessment, his/her score places him/her in one of four categories. We use this data to address the interventions. Category 1 is "Above Benchmark". The students in this category are likely to need core support. Category 2 is "At Benchmark". The students in this category may need core support, but they are moving at the right pace. Category 3 is "Below Benchmark". The students in this category are likely to need strategic support. These students are usually in our Tier 2 and Tier 3 Response to Intervention groups. Lastly, Category 4 is "Well Below Benchmark". The students in this category are likely to need intensive support. These students are usually in our Tier 3 Response to Intervention group. This data gathered from the screening assessments provide valuable insights for the ENL and Classroom Teachers. Teachers are able to use the data to address interventions. For example, if a student tests at a low level, a teacher can adjust the lessons to include definitions of words and add activities that will lead students to discover different word families for strengthening spelling skills. The screening assessment allow teachers to gain a deeper understanding of the ELL’s academic and language abilities so that appropriate differentiation and supports could be put in place. Spire is also being used to guide instructional planning for our ELLs. The data is analyzed, and students are placed in small groups for targeted instruction during the day, offered after school programs and may receive AIS instruction. The most recent NYSITELL / NYSESLAT scores are also used as a form of screening. These scores determine instruction for our Entering, Emerging, Transitioning, Expanding, and Commanding level ELLs.</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>PS 889 has established intervention programs for ELLs in ELA, math, and other core content areas. ELLs at each level of proficiency are provided with targeted instruction in the content areas during small group instruction. Teachers have been trained to work with these students using the Foundations Program for intervention. All classrooms have leveled libraries with books at appropriate reading levels for every student. Some of our teachers work with our ELLs using the Spire program. Spire is an intensive reading intervention program providing explicit, teacher-led instruction for nonreaders and struggling readers. Teachers providing small group targeted learning in social studies may find that depending on the grade level, Social Studies themes may be confusing to ELLs during a variety of lessons. For example, it is conceivable that a reading passage or a piece of literature may reference a social issue. This social issue may be common knowledge to most classmates (because they are based on cultural norms) but may be foreign to the ELL student. Another example is the traditions and understanding of holidays that are American holidays. Teachers of all grades are continually trained in creating a hands-on learning approach, ultimately enhancing learning for all students, including our ELLs. Students in all grades receive small group instruction within the classroom setting after collaborating with the ENL teacher to determine appropriate and most effective methodologies for individual student needs.</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>PS 889 uses data provided from F &amp; P assessments to determine the current performance of MLL/ELLs as well as their progress in their literacy and math skills to guide instruction for ELLs within the RTI framework. When the data indicates that our current MLL/ELLs are scoring at a significantly lower level than our non-ELLs, a committee consisting of the principal, special education supervisor, the school psychologist, the school social worker, occupational therapist, physical therapist, speech provider, ENL teachers, guidance counselor, AIS teacher, and classroom teachers meets to discuss ways to intervene. The results from assessments are also used to assess the need for tiered interventions. PS 889 uses the RTI (Response to Intervention) multi-level approach to identify and support learning needs of our ML/ELL students. This model incorporates instruction that increases with intensity (Tier 1, Tier2, Tier 3) while offering specific, research-based interventions that are matched to the needs of the student to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of the individual ML/ELL student. RTI interventions are: Tier 1–Intervention in the classroom - Adjustments to the classroom setting, teaching methods, or teacher support from an ENL teacher are used at this level. Students can be placed in small groups, they can receive peer tutoring, they may participate in guided reading groups, and they may have multiple entry points to help them progress using targeted technology (Chromebooks, iPads). Teachers will differentiate instruction to reach all learners. Tier 2 - intervention in addition to the classroom intervention is given twice a week for fifty minutes each day in groups of four to six students. In grades K-2, additional instruction is provided by an AIS teacher. State test scores, local assessments and classroom assessments are used to determine student needs of tier 2 interventions. Programs include Foundations, Spire, and guided reading are used Tier 2- Intervention in addition to the classroom intervention. In order for students to move from Tier 1 to Tier 2 and above, teachers must present the students to the School Implementation Team. All students including MLL/ELLs must complete Tier 1 through Tier 3 services before moving to the special education services. PS 889 has Arabic, Bengali, French, Urdu, Haitian Creole and Spanish speaking staff including teachers and para professionals who assist in determining the need of services for students. MLL/ELL students that are referred for special education services are evaluated in their native language. During Tier 3 intervention, ELLs are also evaluated in both their primary language and in English to confirm whether their academic struggles are based in language differences or a potential disability. Tier 3 intervention can focus on literacy intervention: phonics, decoding, fluency, comprehension or writing - depending on students' needs. Tier 3 interventions may also include math intervention. This type of intervention is offered during after school programs. These programs have a low student-teacher ratio. Students are grouped based on their ELA level, their NYSESLAT proficiency level, their F&amp;P reading level and several other factors. All ELLs who fall into one of the categories are required to attend. This includes beginners and ELLs with special needs. Programs include those mentioned above and Sound Sensible, targeted guided reading and Do the Math. All intervention programs are taught in English with native language support.</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>Various formative assessments are used to inform and drive instruction. We use student assessments from TCRWP and Fountas and Pinnell to help guide our planning. Some formative assessments are given at the beginning of the school year so that teachers have a base level for each child. Other formative assessments are given throughout the school year so that teachers can clearly monitor students' progress. We use these formative assessments to learn the strengths and weaknesses of each student so that we can plan our lessons accordingly and provide appropriate support. The ELL students are then targeted with explicit and systematic instruction. Instruction and practice are provided to build automatic word recognition and provide ample opportunity to apply skills to connected text. Our ELL students receive additional support with pictures to build vocabulary and language development. i-Ready assessments identify where the students are in reading level and how to remediate their deficits. Recommendations are offered for specific teacher-led instruction. Formative assessment modifications are made for ELLs with IEPs. Our ENL teacher works closely with the Special Education teacher to follow the ELL's IEP and confirm that each child is being assessed fairly. Our instructional priorities additionally aid in driving our instruction. Our instructional priorities for the 2022-2023 school year are to strengthen core instruction, to know every student well, and to use a shared and inclusive curriculum. For example, at the beginning of the school year, students were provided with "All About Me" surveys. Teachers had the opportunity to learn about students' interest and learning preferences. Teachers used the results of the student surveys to alter their instructional routines to better service the students in their classrooms.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The ML/ELL Spanish speaking students are administered the Spanish Lab following placement in the ENL program. Our non-speaking Spanish, English language learners are assessed if needed by our bilingual staff members. We have Arabic, Bengali, Haitian Creole, Yiddish, and French speaking staff members that can provide an informal assessment if necessary. In addition to building on a student's home language and background, ELLs are encouraged to transfer their skills, knowledge and experience to facilitate acquisition of content and English language skills. Students are encouraged to make connections between languages to understand language structures. Students are encouraged to read books in their home language to demonstrate fluency, comprehension, and critical thinking skills. Teachers use all students in the classroom to tap into language resources to promote a rich linguistic landscape within the classroom. Our ELLs participate in a Stand Alone and Integrated program designed with their home language taken into consideration. For example, Entering and Emerging students who speak the same language are paired during group or partnership work during lessons. Whenever possible, parents are provided with translated versions of materials that are distributed. Additionally, there is home language support provided to students in the classrooms via bilingual libraries. The ENL classroom has bilingual books, educational bilingual materials, visual support, and bilingual dictionaries. We currently have several bilingual staff members who can be called upon to assist our ELLs.</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>Various summative assessments are used to inform and drive instruction. NYSITELL and NYSESLAT are the summative assessments that will determine the ML/ELL level of proficiency in the 2022-2023 school year. When ELA and Math State scores are received, correlations will be drawn between level of English proficiency and their scores. Each modality (Speaking, Listening, Reading, and Writing) of the NYSESLAT results are closely looked at within the grade band. Instructional design and curricular decisions will be adjusted pending the students' results. The EDAT (ELL Data Analysis Tool) reports are closely examined to identify the trends within our ML/ELL population. STARS programming is checked for our current ELL and Former ELL students. All required units of study are met based on their proficiency levels. The EDUR provides a capsule view of our school population, newly enrolled students, the students' home languages as determined by the HLIS form, along with the affirmation of our school's identification and placement process. We evaluate the effectiveness of our ENL Program through reflecting on our instructional priorities. Our instructional priorities for the 2022-2023 school year are to strengthen core instruction, to know every student well, and to use a shared and inclusive curriculum. These priorities are beneficial to ELLs because they motivate our school community to include the principles of inclusivity within all aspects of our curriculum. This ultimately leads ELLs to feeling that their diversity is important and welcomed in our school community. Data shows that when ELLs feel comfortable and safe in their learning environment, they will be more likely to take academic risks. This is especially beneficial when focusing on the results of summative assessments. Summative assessment modifications are made for ELLs with IEPs. Our ENL teacher works closely with the Special Education teacher to follow the ELL's IEP and confirm that each child is being assessed fairly. It is our goal to use these summative assessments to evaluate student learning at the end of an instructional unit by comparing it to previously used benchmarks. We use assessments to drive our instruction so that all learners meet with success.</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>PS 889 follows all rules put in place by New York State when administering the NYSESLAT. Our testing coordinator, Denise Pergola works side-by-side with our principal, Maria Militello and ENL teacher, Romana Ramzan to assure all procedures are adhered to state guidelines. Denise Pergola and Christine Seagriff assist Ms. Ramzan with the Speaking modality of the NYSESLAT. Prior to scoring the Speaking section, Ms. Pergola and Ms. Seagriff listen to the sample CDs provided by NYS. The ENL teacher administers the Speaking, while Ms. Seagriff and Ms. Pergola score the individual students respectively. Ms. Ramzan will administer the remaining sessions, while Ms. Seagriff and Ms. Pergola score the writing. Prior to scoring the Writing section, teachers review the writing samples and the rubric provided by NYS. A third teacher will join them to assure that not one teacher scores more than one session of the Writing portion. The scorers are not teachers of any of the ML/ELL students. Upon receipt of the official results, planning and instruction will be adjusted to address the needs of our students. Fortunately, our school is small enough that testing did not take up many instructional days. We are able to assure that all our ELLs and former ELLs continued to receive their mandated services throughout the testing period. The ENL teacher is in constant communication with classroom teachers and parents to ensure that all ELLs and FELLs continue to make progress towards second language acquisition during the NYSESLAT testing window.</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>ENL planning and scheduling is a cooperative effort between the ENL teacher, the Special Education teacher, and all other service providers. Teachers work together to ensure that ELLs with IEPs are receiving grade appropriate content and materials with the support they need to attain English language proficiency. This subgroup of ELLs have access to iPads, laptops, audio books, whiteboards, and other supports that will enhance their learning. Materials and supports will vary according to the needs and abilities of each individual ELL who holds an IEP. ENL teaching models are based upon the students' NYSITELL or NYSESLAT scores. ELLs with IEPs do not miss minutes of mandated services as per careful scheduling and appropriate grouping. If stated in their IEP, ELLs are provided with a Bilingual Para. Throughout our school, teaching and learning is centered upon the development of students' purposeful reading and writing skills. Classroom teachers conduct Reading Lessons and Writing Lessons in alignment with curricular resources provided by the Teachers College Reading &amp; Writing Project. Teachers explicitly model Reading and Writing strategies and use Guided Practice prior to students' independent practice. Reading and Writing is supported by explicit teaching and re-teaching of academic vocabulary; instructions broken down to support students in organizing their task; graphic organizers to develop ideas and structure; student exemplars or "anchor texts"; use of rubrics and checklists to guide students' self-assessment and peer assessment during the writing process. Students' English Language Development is accelerated through our commitment to producing high level demonstrations of writing across a variety of genres (narrative, informational, persuasive). Every class of a student's day includes a focus on purposeful reading and writing. We ensure all ML/ELL subgroups have access to and engage with grade level content. The ENL teacher is in close contact with the special education teachers. She keeps a copy of each ML/ELL special education child's IEP and refers to it to familiarize herself with the student's academic, functional performance and learning characteristics. She reviews their social and physical development and adheres to their management needs. The child's annual goals are reviewed and their progress is monitored.</p>
<p>b. SIFE</p>	<p>Presently, we do not have any students who fall into the category of Students with Interrupted Formal Education (SIFE). However, we are prepared for any new entrant who may fall in this subgroup. Upon a Grade 3, Grade 4, or Grade 5 entrants' arrival to our school, the ENL Teacher conducts a "SIFE Interview" through the NYSED questionnaire. The provided questionnaire is used to gather information about potential SIFE while providing our teachers with an opportunity to learn more about the student's family and home background, educational history, and literacy practices. We are aware that many SIFE arrive to school with low or no literacy skills in any language. Therefore, we would use Acadience, iReady, and TC as curriculum neutral assessments to gain a deeper understanding of how we can best support these students. The ENL Teachers, Classroom Teachers, and Universal Literacy Coach would collaborate to build on the student's current academic skills. The teachers would use the data of the assessments to determine if the SIFE qualifies for RTI/AIS support. The teachers would also work as a team in providing the necessary support to foster the emotional well-being of the student. The ENL teachers would strive to make the SIFE and his/her family feel welcomed in our school community. The student would be invited to attend all school functions and programs.</p>
<p>c. Newcomer</p>	<p>PS 889's plan for newcomers provides for a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into an academic setting. Newcomer students, our ML/ELL students who received ELL services for 0 to 3 years have equal access to and engage with grade level content. This is ensured by the ENL teacher's participation and involvement with grade level planning. We help newcomers adjust to the new learning environment more easily by familiarizing them with daily routines, labeling classroom objects, teaching basic vocabulary, assigning classroom jobs with taking into account their level of proficiency, focusing on the positive, creating frequent opportunities for success in the classroom, and by using TPR (Total Physical Response) and other scaffolds to aid in comprehension. Differentiation is achieved for Newcomer ELLs through several strategies. Whenever possible, concepts, vocabulary, and content are pre-taught and front loaded for ELLs. ENL teachers help to 'chunk' content to allow ELLs to better comprehend content. Students are encouraged to utilize home language support, as well as audio and visual supports (e.g. dictionaries, picture dictionaries, sentence frames, etc). ENL teachers facilitate multiple opportunities for ELLs to reinforce key concepts and academic language, utilizing all four language modalities. Lessons for Newcomer ELLs are designed with their prior knowledge in mind to help determine their strengths, curriculum connections and targeted areas of instruction. Newcomers are encouraged to acclimate and connect to their new school community through work with guidance counselors, peer buddies and bilingual staff. Our ENL teacher has worked on compiling a valuable newcomer packet containing "go-to" resources for these students. They distribute these useful packets to classroom teachers who have newcomers in their class. It is our goal to include newcomers in all instructional activities that take place in the classroom. Newcomer ELLs are additionally provided with a variety of intervention services, including in classroom additional instruction, after school intervention and ENL instruction as budget allows. These students may be exempt from the state test depending on the length of time they have been in an English language school system. As ELLs, they are entitled to receive test accommodations on all tests throughout the school year, including standardized state tests. They receive time and a half to complete their tests.</p>

d. Developing	<p>Our plan for differentiating instruction for ELLs receiving service four to six years is to provide more opportunities for written and oral responses to literature and in the content areas. For Developing ELL students, with 3-5 years of ELL services, teachers use multiple strategies to allow students to access the school curriculum and advance their language ability. The ENL teacher attends the grade level planning sessions and collaborates with the classroom teacher to align curriculum requirements and themes. Language production is encouraged through peer interaction, while ELLs are still taught academic structures and vocabulary explicitly. Comprehension of content is fostered by building off of students' background knowledge and skills. Additionally, increased writing opportunities provide ELLs with a platform to develop skills such as vocabulary usage, formatting and editing. This subgroup will continue to be provided with after school intervention programs as the budget allows and have their instruction differentiated based on on-going assessments. These students, depending on their grade, will be taught using either the Wilson Program for reading or the Foundations program for phonics and reading. Additionally, these students will have access to Reading A-Z, Imagine Learning Language and Literacy and Epic. These are leveled literature programs capable of reading text aloud to our ELLs. This will help the students practice their listening skills while enhancing their comprehension. The ENL teachers will work with the students as per their mandated minutes per week, based upon their Spring NYSESLAT scores.</p>
e. Long Term	<p>We do not currently have any students who fall in the "Long Term" category. All our ELLs have been enrolled in schools for fewer than six years. However, we are prepared for any new entrant who may fall into this subgroup. Children usually fall into this subgroup because they have not developed strong academic literacy skills in English. In order to best support these students, we would strive to create engaging lessons. We would do so by learning about the students' interests. We would then make text-to-self connections. Furthermore, we would provide vocabulary support, teacher and student feedback, and practice using speaking, listening, reading, and writing skills. The ENL Teacher, Classroom Teachers, Universal Literacy Coach would additionally collaborate to build on the Long Term ELL's current academic skills, while setting future individualized goals.</p>
f. Former ELLs up to two years after exiting ELL status	<p>The students who have scored at the Commanding level on NYSESLAT receive additional small group support from the classroom teacher of 90 minutes per week in either ELA or content area studies as per CR Part 154.2 for two school years. Students who are former ELLs receive individual instruction and small group instruction learning opportunities within their heterogeneous class. They receive instruction that is focused on their most challenging modality which usually tends to be writing as determined by the NYSESLAT data. The ENL teacher differentiates each lesson to meet the individual needs of the learner, as well as using the language standards. Although our current eligible ELL population is small, the student body is comprised of ELLs who formerly received services. These students are supported by general education classroom teachers through both Response to Intervention and Academic Intervention Services. The ENL Coordinator works with the Testing Coordinators to ensure that eligible students receive testing accommodations for standardized exams.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>We do not have a Dual Language or Transitional Bilingual Education Program at PS 889. Home language support is provided to students in several ways throughout the day. Our ELLs participate in a Stand Alone and Integrated program designed with their home language taken into consideration. One strategy we utilize is partnering ELLs with a student with the same home language. Students have the opportunity to work, discuss and debate in their home language and to share out in English. We provide word-to-word glossaries and bilingual dictionaries in students' native languages. We have books in classroom libraries in their home language. During class discussions, small group instruction, or one-on-one, students can use a variety of ways of communicating, such as pictures, representations, drawings, technology programs that offer translations, and an interpreter to help them in both languages. Bilingual staff members ensure that ELLs are appropriately evaluated in their home languages throughout the year. Translators from our school staff are employed for parent events and outreach. Math and Science state exams are administered with translations for every language. Whenever possible, parents are provided with translated versions of all materials that are distributed. Additionally, there is home language support provided to students in the classrooms via bilingual libraries. The ENL classroom has bilingual books, educational bilingual materials, visual support, classroom labels, and bilingual dictionaries. We currently have several bilingual staff members. Any of these personnel can be called upon to assist our ELLs.</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?	n/a

## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The professional development plan for all MLL/ELL staff is coordinated by our administration in conjunction with the staff. Teachers, Psychologist, Occupational Therapists, Speech and Language Therapists, Guidance Counselors, Special Education Teachers, Parent Coordinator, Paraprofessionals, and the ENL Teacher will continue to learn and hone their skills regarding Integrating ENL strategies into their classrooms, sessions and meetings. The staff of PS 889 has Professional Learning 3 times a week. There are a variety of Professional Development opportunities to support teachers in meeting the requirements of the Next Generation Learning Standards while supporting the social and emotional needs of ELLs. There are Professional Development planning periods during which the ENL teachers and the classroom teachers meet and plan in order to maximize English language acquisition for the ELLs. Communication also occurs during grade conferences and lunch meetings. This ensures that content area instruction is aligned with each classroom and that ENL methodologies and strategies are infused into content area instruction. The aim of the program is to increase English language proficiency, develop academic language, and content area knowledge. There is concentration and scaffolding revolving around the four language modalities: Listening, Speaking, Reading, and Writing. Our ENL Teacher attends regular Professional Development opportunities provided by the Brooklyn South Borough Office and/or the Division of English Language Learners that will be turn keyed for staff as well. Faculty members across grades and content areas are afforded opportunities to attend several NYCDOE workshops in literacy and intervention strategies for all students, including ELLs and students with IEPs. School-wide, our faculty benefits from ongoing communication with and support from the ENL teacher regarding the language development of ELL students. In addition to meetings and discussions at each grade level, the faculty engages in monthly professional development work that often includes discussion of pedagogical strategies for ELLs. Classroom-based professional development is centered on improving teacher practice in literacy and math instruction and deepening the implementation of the academic language component of ENL instruction. All teachers participate in workshops presented by school specialists in literacy, math, technology, and ENL. Teachers also receive professional development through webinars, intervisitations with other schools, and any other methods offered to schools. All staff is considered to be "ELL Personnel" at PS 889. Therefore, our ELLs are part of every class, and all our educators are teachers of ELLs.</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>Our ENL teacher attends ongoing professional development sessions offered by the Brooklyn South NYCDOE Borough Office. Turnkey sessions specific to ML/ELL topics and concerns are offered by our ENL teacher to fulfill the mandated Continuing Education and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154. During dedicated time, as part of the Professional Development hours, P.S. 889 will provide a minimum of 15% of the required PD hours for all teachers and related staff providers prescribed by CR Part 154.2. The Professional Development is dedicated to language acquisition and includes a focus on best practices on co-teaching strategies and integrating language and content instruction for ELLs. For the ENL teacher a minimum of 50% of the required PD hours is dedicated to language acquisition in the content areas from New York State approved workshops. Teachers are attending these workshops both physically and remotely throughout the school year. This high-quality Professional Development will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms. Agendas and attendance will be collected and stored in the principal's office. ENL teachers, classroom teachers, and service providers are responsible for updating their individual professional learning logs.</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>At PS 889, we want our ELL families to feel empowered, valued, and involved in our school community. Parent outreach includes weekly communication from our Parent Coordinator, via the Class Dojo application. We host monthly Principal/Parent meetings which gives parents a forum to discuss their concerns and hear about the new initiatives and programs taking place in our school. At the beginning of the school year, the ENL Teacher holds an orientation for families of ELLs, giving a detailed account of the daily activities and long-term goals of the ENL program, welcoming parents to voice questions or concerns. Parents also have the opportunity to discuss their student's participation in the ENL program at conferences and during parent engagement meetings. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. Our school has a website that provides parents with a great deal of information about the school and available resources. We take great pride in being a collaborative learning community by providing parents with workshops to keep them informed of important topics concerning their children and the learning environment in our school. There is a "pick your language" drop-down menu, that allows parents/guardians to choose from among 80+ languages. Our parents are encouraged to attend and participate in many school activities. Some of these activities include Caribbean Night, Literacy Celebrations, Health and Wellness workshops, Mariachi event, bake sales, and more. We work with the RESJ (Racial Equity Social Justice) committee of the Parents Association to plan curriculum and calendar events. They also have organized book drives, food drives, author events and more. We invite our parents to work together to educate our students on cultural matters such as the Lunar New Year. Students learn about traditional Asian dances, folklore and costuming and parents join in the culminating celebrations and presentations. This is a great way to involve our ELL parents. The ELL and non-ELL Asian students are encouraged and excited to share information about their native culture during the year. We also reach out specifically to our ELL parents to make sure they feel included in the PS 889 community. Our ENL teachers and Parent Coordinator are in contact with our ELL families to ensure that they receive necessary translation and interpretation services. The school provides free language translation and interpretation services offered by the DOE on parent-teacher conference days and whenever is necessary.</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>The ENL Teacher has had numerous meetings with ELL parents to discuss their child's progress toward ELL goals. These ELL conferences are to raise family awareness of both struggles and strengths their child is experiencing, to help prepare the student for the spring NYSESLAT assessment, and to finish the school year with language goals in mind. During this meeting, we use students' benchmark assessment data to collaboratively establish new academic goals with families. Families are able to ask any questions to ensure they are understanding the program and how their child is performing. Translation services for the meeting and any shared materials is arranged in advance.</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>All newly enrolled students meet the pupil secretary, Lynda Browning and the ENL teacher, Romana Ramzan. During spring registration, parents and students receive a warm and informative introduction to our school. All newly enrolled and current ELLs are made to feel welcomed and supported from the first time they step into our building. Additionally, once an incoming student is determined to be eligible for the NYSITELL, they are invited to be tested during the summer by appointment. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). At the time of registration, the pupil secretary and ENL teacher determine if a student has been in NYS public schools within past 2 years. If so, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. If a student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. The home language of the student is determined by a trained and licensed pedagogue, the ENL Teacher. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. Eligibility for the NYSITELL is determined. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. If eligible, the newly enrolled student is administered the NYSITELL. All parent notification letters are sent to the parent in the parent's preferred language. Parent is notified of their child's ELL status and results of the NYSITELL. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <a href="http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife">http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife</a>. If student is an ELL, the parents/guardians are invited to the parent orientation meeting. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. ELL is placed in the ELL program that the parents selected. If the ELL program that the parents elected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files. The parents' choice of program will be put in the ELPC ATS screen. Our returning ML/ELL students receive notification of their NYSESLAT scores, either to receive Continuation of Services, with an explanation of their proficiency level or receive an exit letter. These commanding level students will receive notice of their FELL status. Former ML/ELLs will receive two years of .5 units of study. Newly enrolled students who were tested with the NYSITELL and scored commanding will receive a Non-eligible letter. All parents will receive notification in their preferred language of communication as determined by the last two questions on the HLIS form.</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>Our identification team is made up of our ENL teacher, Romana Ramzan, our principal Maria Lucy Militello, our pupil secretary, Lynda Browning and our AIS teacher, Ms. Pergola. These staff members have been trained in ENL identification. They are qualified to conduct the in-take interview. Following the coding of the HLIS, the intake and identification procedures remains the same year-round. The process is completed within 10 days of enrollment for General Education students and 20 days for students with IEPs. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). If this appeal is implemented, the principal reviews the decision within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files. All the steps of the identification process are outlined above in question 1. Registering students are placed in classes based upon their birthdates and grade levels as per birth certificates and/or official documents from their prior school. All students are placed in age-appropriate classes regardless of their English language proficiency. Within 10 days after registration, students may be tested using the NYSITELL as determined by their HLIS and HLIS interview, and possibly by any submitted school materials from their previous school. Once the NYSITELL has been administered and the student is determined to be an ELL, a Parent Orientation meeting occurs. During this meeting, parents/guardians learn about their program options and complete the Program Selection Form. At this point, the child is placed in the parents' preferred program, if it is available. Currently, we have the Freestanding ENL Program at PS 889. All students are placed in monolingual (English) classes and are provided the number of minutes of English language instruction as per their English Language Proficiency Level.</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
Romana	Ramzan	ENL teacher	Language Access Coordinator (LAC) : Romana Ramzan, trained 2021. Teams power point presented by Elena Cunneelly	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
Monachiel	Harewood	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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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
Spanish	26	7.65	25	7.4
Bengali	4	1.18	5	1.48
Urdu	3	0.88	3	0.89
Haitian Creole	8	2.35	8	2.37
Chinese	2	0.59	2	0.59
Arabic	1	0.29	1	0.3
English	291	85.59	289	85.5
Russian	4	1.18	4	1.18
Ukranian	1	0.29	1	0.3

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	2	2
Haitian Creole	2	2
Bengali	1	1
Yiddish	1	1
French	1	1
Urdu		1
Igbo		2
Italian		3

<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>When newly enrolled students register, all parents or guardians complete the Home Language Identification Survey (HLIS) with a qualified pedagogue trained in ENL identification. An interview is conducted with the parent(s) and child serving as a guide toward determining what each individual student and family will need regarding language translation and/or interpretation. This is to ensure that all parents are provided with appropriate and timely information in a language they can understand. When necessary, home language support is offered through an in-house bilingual staff member or through the DOE over-the-phone interpretation service. The information from the initial screening and the parents' preferred language for oral and written communication is entered into ATS. The RAPL report is used to easily access parents' language preference for effective communication. The RCPL report gives us specific numbers and percentages of specific language needs for our parents. When each student is registered, a parent or guardian must complete a "blue card", which contains important contact information and also provides the parents' preferred language. Parents are now able to complete a digital blue card on their child's nycenet.edu account. The information is updated automatically from ATS and health records any time a parent or guardian makes a change. There is a specific space on the blue card for the parent or guardian to indicate their preferred language of written and verbal communication. This card is updated yearly. ENL teacher and classroom teachers are able to access the digital and hard copy of the blue card at any point in time. P.S. 889 keeps a record of the oral and written communication survey. All languages are listed by class and grade and are updated. All staff have access to the emergency blue cards. The staff making calls can provide parents with the language assistance if needed. The directions on how to use the DOE translation and interpretation services are kept in the office for staff use only. When families enter our building, they are made aware from the start that their home languages are valued and supported. Our security agent uses the NYC DOE issued Language Identification Guide to identify language interpretation needs and refers to the language posters displayed in our lobby. Prior to ENL parent meetings, our ENL teacher will speak to the security agent so that she is aware of potential parental translation and interpretation needs. At P.S. 889 we strive to provide the best support in both written and oral communication for our non English families.</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.
School Calendar	Monthly	School Staff/Class Dojo
Parent Handbook	September 2022	Microsoft Translate and bilingual staff
Parent Teacher Conference Notices	September 22 /November 22 /March 23 /May 23	Microsoft Translate/ Bilingual Staff/Class Dojo
Parent Engagement Events (Celebrations, workshops, fundraisers)	Monthly	We use bilingual staff and T & I Unit for covered languages, DOE vendor for non-covered languages as needed. We also utilize Microsoft Translate and Class Dojo.
Official DOE notification (Chancellor's Regs, Respect for All)	September 2022, as released, February 2023	We use the officially translated texts provided by the NYC DOE
Welcome Letters	September and upon registration	Microsoft Translate
ELL Entitlement Letters	September 2022	We use DOE Internet template(s)

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-



teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	September 22/ November 22/ March 23/ May 23	We will utilize our bilingual staff for Spanish, French, Haitian Creole, Bengali, Urdu, Arabic and Italian. We will use the Over-the-phone Interpretation service for other languages.
Tuesday Parent Engagement	Weekly	Bilingual staff members will translate for languages available. We will use the Over-the-phone Interpretation service for other languages.
Parent Orientation	Once per year	Bilingual staff members will translate for languages available. We will use the Over-the-phone Interpretation service for other languages.
Parent Workshops	Once a month	We use bilingual staff and T & I Unit for covered languages, DOE vendor for non-covered languages as needed. We also utilize Microsoft Translate and Class Dojo.
Parent Association Meetings	Monthly	We use bilingual staff and interpretation services.
SLT	Monthly	We use bilingual staff to translate.

<p>3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In order to reach parents who prefer to speak a language other than English in the event of a school-wide emergency, P.S. 889 uses an application called “Class Dojo”. Class Dojo serves as our multilingual school messaging system and is a trusted platform for parent and community engagement. We have the ability to reach all families within minutes. Messages that are sent out via Class Dojo will be received in different languages on the app in the parent preferred language.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In the case of a student-specific event, our bilingual school personnel will contact our limited-English proficient families. If there is not enough staff who speaks the parents’ home languages, we will utilize the “Over-the-Phone Interpretation Service” and the DOE’s translation partner, “Lingualinx”.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent has an emergency and needs to contact the school, we use our bilingual staff members or will conference in the over-the-phone interpretation service to communicate with families. We follow all emergency instructions of the child’s blue cards. P.S. 889’s Parent Association has set up a text application that provides multilingual updates about school events and PA events in real-time. A bilingual sign (SP, HA, UD, BG) alerting parents of this app is posted in the main office.</p>

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor’s Regulation A-663	turnkey and email
Over-the-Phone Interpretation Desk Aid	turnkey and email
Language Access Handbook	turnkey and email
T&I Unit InfoHub Link	turnkey and 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>All P.S. 889 teachers and faculty have start-of-year professional development sessions regarding Chancellors Regulations. The Language Access Team will turnkey to the staff all information regarding the school’s language translation and interpretation procedures. The Language Access Team will ensure staff members are aware of Chancellors Regulation and inform staff of the available language access resources, including the over-the-phone interpretation, translation services and the T&amp;I Info Hub webpage. An attendance sheet will be collected at each training session. This will ensure that all staff members are aware of the goals of the Chancellor’s Regulation A-663. They will be reviewed and filed to verify that all personnel received training to properly follow the procedures. The information will be shared through staff meetings, faculty conferences, Language Access cards, memos and other inter-school communications.</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>The multilingual welcome poster is displayed in the main entrance of the school building and near the security guard. A “We Speak Your Language” stand-up card is displayed on security guard’s desk. The multilingual welcome poster and stand-up card are also displayed in the main office. Our Parent Coordinator has multilingual pamphlets and flyers which she distributes to the parents. All parents are notified of their language access rights at the class orientations, parent-teacher meetings and are provided with the Bill of Parents Rights and Responsibilities in their preferred language. Parents are reminded about available language assistance each time they are invited to the school via Class Dojo. The Parent Guide to Language Access and “I Speak” cards are also available at all parent engagement events. For languages that we cannot cover in-house, we will utilize the DOE vendor “LinguaLinx” as a resource. Many of our students are logged into Class Dojo, translations are instantaneous upon request during the initial set up of the program. The entire staff has the phone number for the Translation and Interpretation Unit.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>We use bilingual staff members to translate and gather feedback from parents on the quality and availability of services. Limited-English proficient parents provide feedback on the Learning Environment Survey the ENL Program Survey, feedback forms from all workshops, and feedback from Parent Association meetings. We gather information on what procedures are working, what procedures need improvement and how we can move forward to improve our language services. The responses are used to further improve communication between our school families and the staff. Parents are invited one morning each month to join our Principal, Ms. Militello, for “Coffee and Conversation”. This is scheduled early in the morning before school hours so that working parents can attend. Parents are invited to share ideas, suggestions, and concerns in a comfortable and relaxed atmosphere. This is an excellent opportunity for the administration to hear from our parents and to gather helpful feedback.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>P.S. 889 strives to implement parent feedback to improve language services. The feedback from families has been positive. Families feel supported and comfortable contacting the school and speaking to someone on our staff that speaks their language. For example, after each parent workshop, parents complete a feedback form. We will continue to improve language services each year by carefully reviewing parent feedback results and implementing their suggestions in our school community.</p>

# 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.
-