2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	16K898

School Name	The Brooklyn Green School

Principal	Marcella Carr

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
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STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
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The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Brooklyn Green School

District Borough Number (DBN):	16K898

Grades Served:	6-8

School Address:	130 Rochester Ave Brooklyn, NY 11213

Phone Number:	929-397-3326

Fax:	929-397-3339

School Contact Person:	Marcella Carr Gay

School Contact Person Email Address:	MCarr3@schools.nyc.gov

Principal:	Marcella Carr Gay

United Federation of Teachers (UFT) Chapter Leader:	Barbara Charles

Parents' Association President:	Felicia Alexander

SLT Chairperson:	Yolanda Tomlin

Title I Parent Advisory Council Chairperson (PAC):	Anika Ceasar

Student Representative(s) Middle /High School:	Raymond Delgado

Student Representative(s) Middle /High School:	Chayyah Lewis

Community Based Organization (CBO) Representative:	Kassandra Sandiford

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

District Information

Geographic District:	16

Superintendent:	Brendan Mims

Superintendent's Office Address:	1010 Lafayette Avenue, Brooklyn NY, 11221

Superintendent's Email Address:	Bmims2@schools.nyc.gov

Phone Number:	718 574 2834

Fax:	718 453 1048

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	
Marcella Carr Gay	Principal or Designee*		
Barbara Charles	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Felicia Alexander	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Brittany Mckinney	District Council 37 (DC 37) Representative (staff), if applicable		
Kahlilah Beavers	Title I Parent Advisory Council Chairperson (or alternate)		
Ariel Davis	Student Representative (Required for middle and high schools)		
Sharif Cargo Jr.	Student Representative (Required for middle and high schools)		
Kassandra Sandiford	CBO Representative, if applicable		
Sasha Roopchand	SLT Chairperson		
Whitney Whithaus	Member/teacher		
Felicia Grosvenor	Member/teacher		
Terrance Roumph	Member/teacher alternate		
Leandre Spencer	Member/teacher alternate		
Justine Butler	Member/parent		
Anika Caesar	Member/parent		
Marsha Peters	Member/parent		
Ramona Dunlap	Member/parent		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Dennis DaSilva	ENL Coordinator	
	Position / Constituent Group	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	It is our mission to ensure that each Brooklyn Green School graduate possesses the tools necessary to be successful in high school and beyond. A crucial part of this mission involves bringing students, families and school staff together to collaborate around creating an environment that supports student voice, promotes equity and embeds culturally relevant learning opportunities, student inquiry, new and innovative ways to use technology, service learning, the arts and critical thinking in the curriculum. At The Brooklyn Green School we are committed to cultivating the joy of learning in every classroom through a constructivist, yet supportive approach that values students through a project- and service-based learning community and partnership while learning to develop a meaningful connection and understanding of their coursework. The Brooklyn Green School students will learn to embrace their civic responsibility by practicing empathy in support of other students while discovering their untapped strength and inner grit. There are essential skills that all The Brooklyn Green School graduates must possess: to read well, to write coherently and clearly, to study effectively, to reason soundly, to question thoughtfully and speak up for what they believe in.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	We are a progressive magnet school where the mind, body and spirit are educated. Our daily practices include Restorative Circles and mindfulness, as a means to supporting students with improving attention, regulating emotions and feeling empathy for others. Students also participate in Yoga once weekly. Brooklyn Green students learn world languages, ASL and engage in CRSE. Our academic curriculum is designed to allow for productive struggle, provide supports will promoting resilience and perseverance. Students engage in inquiry based, hands-on problem solving activities that culminate in projects and, or real-world application. At BKG we do not only believe that It takes a village to build a school, we live by those words. As a result, we have partnered with various organizations that support our mission and vision; Sheltering Arms, our CBO collaborates with us to provide Expanded Learning Time (ELT) for our students. The goal of "ELT" is to provide students with enrichment and academics that extend the work they are doing in the classroom. During "ELT" students get to explore their passions in arts and athletics, along with receiving academic intervention and enrichment, based on their individual needs. We have also partnered with Classroom Inc, which provides students with opportunities to develop literacy, problem-solving, critical thinking and leadership skills. Other partners include Middle School Quality Initiative, Future Giants, Bent on Learning, SMEL, Beyond Bias US, PENY, The Be, Kiddie Science, CHAMPS, Girls on the Run, Isadora Duncan Dance Company, Common Threads, Solved and Green Schools Alliance. Curricular highlights include our culturally responsive health course, inquiry-based science and mathematics classes, Restorative Practices, Advisory and Crews, SEL in every classroom, Yoga and Mindfulness, a multi-faceted Humanities curriculum which includes writing, social studies, literacy and project-based learning and Black History 365. We are a Middle School Quality Initiative School which means that we have built-in response to literacy based interventions, tiered literacy assessments and strategic reading and teacher teams that focus on ensuring that students graduate 8th grade at or above grade level in reading. We have just gained Magnet Status. As a magnet school we are equipped with the resources to ensure that our theme, "Eco-Activism" lives throughout the school, is embedded in the curriculum, programming and experiences.

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6, 7, 8	HMH	Some scaffolding and switching of texts to be more Culturally Responsive and to support ELLs and struggling readers
Math	6,7,8	Envisions	Some scaffolds are added to support students who need support, IReady, IXL, Text books, Desmos platform

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)
School Wide Literacy Intervention and grade level instruction with differentiation	According to IReady Reading Data (most recent) February 2022 approx 50% of all students are 3 or more grade levels below in reading.	Interrupted learning, during virtual learning, Social Emotional struggles during Covid, attendance challenges, lack of targeted ELA supports during remote learning, increase in SEL needs.
Robust in person and virtual, tutoring programs and tech support with wifi hot spots	According to IReady Reading Data (most recent) February 2022 approx 50% of current (rising 7th and 8th graders) STH students are 3 or more grade levels below in reading.	Gaps in learning due to housing insecurities,
Comprehensive push-in and pull-out plans for ENL support, individualized Literacy instruction plan for across content areas for all ENL students	According to IReady Reading Data (most recent) February 2022 approx 100% of ENL students are 3 or more grade levels below in reading.	Language acquisition, interrupted schooling in home countries, language Barriers when communicating with families.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority

needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSEDâ€™sPotential ESSA Indicator Goal Sheet, if applicable. Refer to NYSEDâ€™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	approximately 50%	By June, 2023, the percentage of students performing below grade level will Decrease by at least 10%, from approximately 50% to 40%, as measured by iReady Assessment Data.
Economically Disadvantaged (ED)	50	By June, 2023, the number of Students in Temporary Housing (STH) who are reading 3 or more levels below grade level will Decrease 10%, from 50 to 40, as measured by iReady Reading Assessment.
English Language Learners (ELL)	55	By June, 2023 English Language Learners (ELL) performance will Increase approximately 10% , from 55% to at least 61% as measured by the iReady typical annual growth metrics.

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)
		01/2022			
iReady Assessment	% of students reading two or more grade levels below	53%	53%	50%	45%
iReady Assessment	% of STH students who are reading 3 or more levels below grade level	55% of STH students are 3 or more levels below grade level	55%	50%	45%
IReady Assessments	50% of SWDs will demonstrate a minimum of 50% progress on typical annual growth	0	0	25%	50%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
06/01/2022	09/01/2022	The ILT will work with the Programming to develop a program that allows common planning time, creating space for teacher office hours, time for small group instruction and homework clinics. Ensuring study halls and WIN periods (What I Need - intervention and enrichment periods) are built into student and teacher schedules.
08/01/2022	08/31/2022	Update and publish yearlong assessment calendar to ensure baseline data is collected to support progress monitoring
06/01/2022	09/01/2022	Schoolwide review of incoming student data for planning and programming purposes
09/01/2022	10/01/2022	Implement baseline assessments (iReady and teacher level)
09/15/2022	10/31/2022	Review baseline assessment data and teacher created assessments to make decisions around small group instruction, intervention and reprogramming in November.
09/01/2022	01/31/2023	Implement parent instruction and data talks including Advisory, curriculum night, parent teacher conferences, SEL review (social worker), Administration Listening Sessions with families
01/01/2023	02/15/2023	Implement mid-year assessments (iReady) and Mid Terms (class based assessments)
10/01/2022	11/01/2022	Program students into specific reading intervention groups based on results from iReady interim assessments
08/01/2022	01/31/2023	Develop Professional Learning calendar based on schoolwide needs assessment, review and revise, as needed
07/01/2022	09/15/2022	Subject level meetings with the ELA, Humanities and Social Studies teachers to develop common assessment structures and rubrics focused on specific ELA Power Standards; lesson inquiries
08/01/2022	09/01/2022	MSQI Planning Meeting w/ MSQI coordinator, coach and admin

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/01/2023	Ongoing data review of iReady assessment data, scholarship reports, midterm assessments, and data gathered from classroom visits. Restructure small groups based on most recent data to identify students in need of additional academic support.
02/01/2023	03/31/2023	Review baseline assessment data and teacher created assessments to make decisions around small group instruction, intervention and reprogramming in March.
01/15/2023	02/28/2023	Admin to conduct mid year reviews (Advance, 1-on-1, scholarship reports and iReady data) and work with ILT to revise PLCs accordingly

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/15/2023	APTT is designed to arm every parent and caregiver with the necessary tools to support their child's literacy needs through easily accessible games and conversation in the home. We will implement 3 APTT meetings a year. Additionally, parents will receive their child's data and supports with understanding it. We will host monthly family book club, literacy day and family Book fairs. Parents will be provided quarterly progress reports, a Literacy Newsletter and Guidance Newsletter that speaks to literacy supports from a SEL perspective.	MSQI, Solved (Data and Literacy Coach), Sheltering Arms (CBO) to co-host events.

Human Resources	Literacy Team, Principal, AP, MSQI Coordinator, MSQI Coach, Sheltering Arms, ILT, Programming Team
Instructional Resources	HMH Intro to Literature, HMH Writers Curriculum, Family Book club novels, APTT giveaways, Literacy Newsletter, Class Novels
Schedule Adjustments	WIN Periods (What I need), Small group instruction periods (Wilson, Just Words, Stari, Phonics, Rewards), Saturday Academy
Other Resources Needed	

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)
School Wide math Intervention, tutoring supports and small group instruction, math support programs.	According to IReady Math Data (most recent) February 2022 approx 57% of all students are 2 or more grade levels below in math	Interrupted learning, during virtual learning, Social Emotional struggles during Covid, attendance challenges, lack of targeted math supports during remote learning, increase in SEL needs.
Robust in-person and tutoring and virtual programs with wi-fi and hot spots	According to IReady Math Data (most recent) February 2022 67% of students in temporary housing are 3 or more grade levels below in math	Gaps in learning due to housing insecurities, Covid, lack of tech
Push in plan for ENL support in the math classroom. Planning collaboration with the ENL Coordinator and math teacher.	According to IReady Math Data (most recent) February 2022 approx	Lack of ENL support services in the math classroom, interruption of education services in home country and durian remote learning

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	57	By June, 2023 the number of students 2 or more grade levels below in math will Decrease 7%, from 57 to 50, as measured by iReady Assessment .
Economically Disadvantaged (ED)	67	By June, 2023, Students in Temporary Housing (STH) who are performing 3 or more levels below grade level in math will Decrease 7%, from 67 to 60, as measured by iReady Assessment (Winter 2023).
English Language Learners (ELL)	33	By June, 2023, all English Language Learners (ELL) will show progress in mathematics as measured by iReady Math Assessment progress on typical annual growth metric. .

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)
		January 2022			
iReady Assessment	% of students who show growth in mathematics	57	57	55	50
Iready assesment	% of STH performing 3 or more grade levels below as measured by iReady	67%	67%	65%	60%
Iready	% of student who progress on the math iReady assesment	100% of students with disabilities demonstrated proficiency	0%	50%	100%

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. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/01/2022	Programming team focuses on programming best practices including ensuring common planning time, creating space for teacher office hours, time for small group instruction and homework clinics. Ensuring study halls and WIN periods (What I Need - intervention and enrichment periods) are built into student and teacher schedules.
09/15/2022	10/01/2022	Develop a yearlong assessment calendar to ensure baseline data is collected to support progress monitoring.
08/01/2022	09/15/2022	Schoolwide review of incoming student data for planning and programming purposes.
10/01/2022	11/01/2022	Implement baseline assessments (MAP Growth, IReady, school created assessments)
11/15/2022	12/15/2022	Review baseline assessment data and course scholarship reports to make decisions around small group instruction, intervention and reprogramming in January.
10/01/2022	12/01/2022	Implement parent instruction and data talks including, curriculum night, parent teacher conferences, weekly Coffees with the Principal, Meets with Skedula Liaison (online grading and data management system) and advisory updates
01/01/2023	01/31/2023	Implement mid year assessment (MAP Growth or IReady, school created assessments)
09/01/2022	05/31/2023	Implement Professional Learning plan supporting whole school and individualized teacher needs with a focus on increasing student achievement including best practices in Special Education and ENL.

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. <u>Note:</u> 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?)
11/01/2022	06/28/2023	Ongoing data review of MAP Growth or IReady assessment data, scholarship reports and data gathered from classroom visions. Restructure small groups based on most recent data to identify students in need of additional academic support.
01/01/2023	06/28/2023	ILT will review baseline assessment, assessment reports and scholarship. Using data from review. This information will be funneled to the math team led by Lead Math Teacher with the plan to ensure that the math inquiry work is carried out. Most of this work is happening in the 8th period math intervention class but is also implemented in the regular math classrooms. Planning, formative assessments and inter-visitations are implemented by this team.
02/01/2023	02/28/2023	ILT will review the Professional Learning plan and make adjustments based on scholarship reports, MAP Growth and IReady assessment data and data gathered from classroom visits (or Advance data, if reinstated), Math Team feedback
11/01/2022	06/28/2023	Individualize learning opportunities by leveraging BCO PL and resources, district PLS and consulting partners.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/21/2023	On going sharing of mathematics data through IReady reports, quarterly progress reports, Meetings with Advisors. Host a Math Day to teach families how to best support students at home with mathematics and to expose families to the type of math that students are engaged in.	solved (math Data Tracker), IReady (parent education), SMEL (parent education)

Human Resources	Solved, SMEL, IReady (Partnerships), The Math Team, Assistant Principal, Principal, Guidance Counselor
Instructional Resources	Envision Math, IREADY, Math Giraffe- Blog, Math Newsletter
Schedule Adjustments	WIN (What I need) periods added to the schedule, Math Gym (after school), Saturday Academies
Other Resources Needed	Manipulatives, Math workbooks, math journals, additional parent resources

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)
Strengthen anti-bullying education plan with a strong focus on respect and cyber-bullying and better embed cyber education and SEL across content areas and grades.	According to the SY2022 NYC School Survey 50% of students did not answer favorably in regard to bullying. 41% of students say that there is bullying through on-line communication. 30% of students say that students do not treat each other with respect.	Post Remote learning grief, anxiety, depression. Issues with Readjustment to the social structures of middle school. lack of tools to navigate new social relationships and redefining old social relationships (friendships).
Strong Parent Partnership	According to the SY2022 NYC School Survey the parent response to the survey was only 45.6	Due to Covid related safety restrictions, parents were provide minimal opportunities to engage in person with the school community. Post Remote learning and working, created on-line fatigue which resulted in our parents disengaging. Historically, parents become less engaged as students get older.
A more Focused Advisory curriculum	According to the SY2022 NYC School Survey 65% of students said they feel bored or stressed while learning.	Not enough Advisory periods. Not enough time spent team building across grades early in the year and supporting 6th and 7th graders (who have not been in the building) with the transition to middle school.
Strengthening Guidance Team and Teacher Collaboration	According to the SY2022 NYC School Survey 30% of students do not feel that teachers support them when they are upset and 17% of students feel that teachers do not check in with them frequently about how they are doing personally and academically.	While all teachers received RJ training, they did not receive explicit instruction on supporting student Social Emotional Needs in the classroom. SEL was surface and done in isolation ("fun" in-class activities) as opposed to in-depth check-ins that are followed up on and connected to wrap around services.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	59	By June, 2023, practices related to Preventing Bullying will improve 15%%, from 59 to 74% of students will respond favorably to questions related to bullying, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior
Collaborative & Trusting Relationships	70	By June, 2023, practices related to Personal Attention & Support will improve 10%, from 70 to 80%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Physical & Mental Wellness	70	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 70 to 80, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data June 2022	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
SCHOOL BASED SURVEY	% of positive responses	59	65	70	74
SCHOOL BASED SURVEY	% of positive responses	70	75	80	80
SCHOOL BASED SURVEY	% of positive responses	70	75	75	80

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	All students will participate in Middle School 101- led by Guidance Team-objectives: navigating new and old social relationships, self-advocating, positive relationship building, communication skills and social-media safety with a focus on preventing cyber-bullying.
09/08/2022	01/31/2023	Implement a parent workshop series focused on supporting children with transitioning to middle school, how to engage your students around healthy relationships, communication and self-advocating,
09/08/2022	01/31/2023	Implement parent night with a menu of SEL focused support workshops and resources that parents can choose from based on their needs.
09/08/2022	01/31/2023	Implement a parent SEL component into every SLT, PTA, other meeting.
09/08/2022	01/31/2023	Implement teacher workshop series that will provide tools for identifying students' SEL needs in the academic setting and how to address those needs in class and how to provide follow-up supports.
09/08/2022	01/31/2023	Programming 2 or more Advisory periods per week.
09/08/2022	01/31/2023	Implementing a new more robust Advisory curriculum and providing teachers with PD and planning time at the beginning of the year. I
09/08/2022	01/31/2023	Admin and will conduct Advisory visits and provide supports as needed.
09/08/2022	01/31/2023	Roll-out school wide book club focused on culture and community building.
09/08/2022	01/31/2023	Whole school team building Activity Trip/ Field Day
09/08/2022	01/31/2023	Reimplement morning Meetings by grade (led by Admin, Guidance, Social Worker)

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/15/2023	Develop surveys, conduct listening sessions and focus groups with all stake holders to assess progress of September-January action plans.
02/01/2023	06/15/2023	Mid-Year Whole school culture-building trip.
02/01/2023	06/15/2023	Book Club celebration to culminate school-wide book club and opening ceremony for new SEL focused School wide book.
02/01/2023	06/15/2023	All students will participate in Middle School 102- led by Guidance Team-objectives:mid year reflections and preparation for promotion/graduation.
02/01/2023	06/15/2023	Continue family SEL workshops - topics based on January reflections.
02/01/2023	06/15/2023	Conduct reflection processes and surveys to assess student SEL growth and needs in order to plan second semester SEL activities.
02/01/2023	06/15/2023	Implement DESSA
02/01/2023	06/15/2023	Implement in-house staff survey to reflect on staff SEL toolbox usage and conduct needs assessment for semester 2 PLs.

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	06/30/2023	SEL Family Meeting to introduce families to our SEL work, Restorative Circles and Advisory curriculum	Morning Side Center, Brooklyn North RJ team, BKG Teachers, Admin, Elevate, B Consultancy and Guidance Team
09/08/2022	06/30/2023	Incorporate SEL minutes into parent meetings, PTA, and host family circles, Family Yoga and Mindfulness and Health Fair	Morning Side Center, BK North, Sheltering Arms, Bent on Learning
09/08/2022	06/30/2023	Regular Family Listening Sessions (Coffee with The Principal/AP)	K. Sandiford, Dir. of Sheltering Arms when Applicable

Human Resources	CBO partners, BK North Partners, teachers, AP, Principal, School Counselor, School Social Worker
Instructional Resources	Circles materials/props, School-wide bookclub book tbd), Elevate for parent workshops
Schedule Adjustments	Evening workshops, Saturday events, daily SEL built into class time, scheduled yoga and mindfulness classes
Other Resources Needed	Money for food, snacks, refreshments (families often attend during dinner time) , takeaways (flyers, pamphlets, SEL kits)

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)
Alignment of test accommodations	2021 IEP reviews show that 15% of IEP accommodations were not aligned to	Grade 5 Elementary IEPS are not written to reflect middle school structures. IEP reviews are a heavy lift during the summertime when Special Educators are off.
Strengthen the quality of IEPs for ELLS with IEPS	0% of ELLs with IEPs showed growth on the Jan 2022 IREADY assesment	As an MSQI school, ELLS who received targeted reading intervention were not grouped in intervention periods (phonics, STARI, etc.) but more literacy instruction as opposed to some combination of the two.
Strengthen the Quality of implementation of IEPs for black and latino boys.	50% of the black and latino boys are performing below grade level a at our school according to our course scholarship and Map assessments.	Historically, black and latino boys are below grade level at a higher rate in comparison to girls and white counterparts and the pandemic, remote learning widened the gap.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	85	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment of test accommodations in IEPS that speak to the different exams students will take in Middle School (timed Grade 8 Science and accelerated Regents exams) to ensure that additional needed supports are included by Increase 15, from 85% to 100, as measured by quarterly IEP review process.
SWDs who are ELLS	0	By June, 2023, we will strengthen the quality and implementation of IEPs for SWDs who are ELLS , in order to ensure that all ELL students with IEPS show growth by June 2023, as measured by their IReady Progress to typical annual growth.
Black and Latino boys with IEPs	95	By June, 2023, we will strengthen the quality and implementation of IEPs for Black and Latino boys with IEPs and we will improve tiers 2 and 3 academic and social-emotional supports to black and Latino boys who have IEPs and are 1 or more grade levels below in order to show progress of at least 50% of the typical annual growth as measured by iReady assesments.

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)
		01/15/2022			
the IEP review process completed quarterly	Alignment of the testing accommodations to different testing requirements for state and city level assessments	85%	85% of IEPs meet the established goal.	100%	100%
IReady assesment	100% of students performing below level	0	0	50%	100
iReady assessments	iReady overall progress growth metric.	50	50	45	40

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?)
09/01/2022	06/23/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The SIT will meet to discuss the program and service recommendations of students at the start of the school year as well as during the annual review to determine whether the data supports a student's specific placement and what changes need to be made. Progress monitoring occurs throughout the year, as the SIT meets twice monthly.
07/01/2022	08/27/2022	Develop appropriately rigorous standards-aligned annual goals	SPED Team Summer Learning- SPED team will be given examples of well written skills based annual goals that are aligned to the grade level standards. The team will develop 2 ELA skills goals, 2 math skills goals and one social emotional goal as needed by the student as a refresher from last years PL.
09/06/2022	10/01/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special education Coordinators will lead PL in which teachers will be provided examples of quality impact statements as well as a list of implications organized by disability to provide staff with refreshers from last years PL.
08/01/2022	09/15/2022	Ensure that programs and services mandated on each student's IEP are delivered	The special education coordinator will meet with the programming team to ensure student mandates are being met.
07/01/2022	08/31/2022	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Professional development for the Guidance Counselor who will be the designated transition coordinator at the school level to over see the quality of this process.
09/01/2022	06/15/2023	Conduct IEP meetings within specified compliance dates	The special education department will continue to create calendar invites with reminders for the school community to ensure all stakeholders are aware of due dates. Stakeholders include, Special Education Team, SBST, Teachers and School Leaders.
09/01/2022	06/15/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The SBST, including Special Education Coordinators Monitor and assess the RTI referral process that we have established for teachers to follow when it comes to students who have academic challenges.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/15/2023	Parents/Care givers and students will be invited to all IEP meetings. At the top of the year families of students who receive special services will be invited to one on ones and small groups to discuss the curriculum, expectations and how we support our students at BKG. We will implement quarterly surveys to learn about the needs and concerns of families of students who receive special services. Every student has an Advisor that knows them well and will support liaise between the school and family when needed.	School based support team, BCO Sped Team, Translation Services

Human Resources	SBST (Psychologist, SpEd Lead, Teachers, School Counselor, etc.), Principal, AP, General Education Teachers, Paras
Instructional Resources	School Curriculum, Instructional supports (graphic organizers, scaffolds, audio, head phones, tactile materials, auditory supports)
Schedule Adjustments	Coverage provided for staff when necessary.
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	Phonological Awareness Scores and High Frequency Vocab or Comprehension Report- Score of K-3 IEP- (students who require human readers/ struggle with fluency and decoding or need comprehension supports) IReady	Guided Reading Groups	Small group	During school	IPads, mac books, Chrome Books
Tier 2	Any student reading between a Lexile 500-790	Stari	Small Group	During school	Projector/ Chrome Books, mac books
Tier 2-3	Phonics score of grades K, 1 or 2	Phonics for Reading	Small Group	During School	Chrome Books, mac books
Tier 2	Diagnostic Goups- Any student that struggles with foundational skills during WIN (What I need) class	Small group Math Instruction	Small Group	During School	Projector/Chrome Books/ Mac books
Tier 3	Pull out- One on one Instruction/ tutoring	math pull out	One on	During School/ Afterschool tutoring	Chrome, ipad, mac books

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- Restorative Circles	If a student has experienced any trauma, or displays anxiety or nervousness Withdrawal or isolation Depressed mood Acting out in school Impulsive or risky behavior or has conflict with peers	Restorative Circle	Small Group with Lead Advisor	As needed	No
Tier 2-	Scheduled SEL Check-Ins with School Social Worker If a student received Tier 1 supports and they are unsuccessful after a 4 week cycle	Counseling	one to one/ Group	As Needed	No
Tier 3	At Risk Counseling, If students are unresponsive to any of the tier 2 strategies after a 4 week strategy they are referred to outside counseling. They may also be referred to outside counseling if requested by the parents or deemed necessary by the Social Worker.	Outside Counseling	one to one/ Group	As needed	If needed

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	13

Describe the services you are planning to provide to the STH population.	We will implement a Comprehensive yearly plan with wraparound supports For our students in STH: Short Term - Back to school backpack with school supplies and BKG shirts/sweat shirts - Providing toiletry supplies as needed - CBO will provide Food Boxes as needed - Holiday care packages - iPads as needed - Warm weather cloothing as needed To support students: Saturday Homework Clinic/ Academic Support / Test Preparation/ Tutoring Services - Eye wear drives / Vision screenings - Youth mental health services (individual counseling and conflict resolution - Social-emotional Check-ins with School Social Worker and Guidance Counselor - College and Career Counseling and College Trips / Planning for a future to support families: - Resume writing and job assistance workshops (twice yearly) - Dressing for success - Mental Health referrals from Social Worker -Parent space to utilize in school resources (tech, telephone, etc.) -Family Health Series - (virtual and in-person) Yoga/ Zumba/ Healthy Cooking Class -Schoolwide Health Fair o Breast cancer screening o Heart health awareness o Diabetes and high blood pressure screening - Taking care of you - Using yoga to manage stress o Conflict resolution techniques o Hands on healthy eating and cooking workshops o Mental health services Taking Care of your Money Workshop series o Opening bank accounts o Using credit wisely o Debt counseling o Paying for college

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

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement
The school will further encourage school-level parent and family engagement through a comprehensive APTT Program (MSQI Intiative): A program that enables parents to become advocates for children and focuses on parents as partners with agencies and leaders. With access to high-quality leadership training and development, BKG parents will become powerful advocates for greater opportunities for children, and the family becomes a vital constituency for improved child and community outcomes. We will do this by: • hosting 3 APTT 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; • partnering with our CBO, Sheltering Arms and other partners (SMEL, Classroom Inc, Bent on Learning, Kiddie Science) to host BKG Partner Day in which families can participate in a sampling of our partnerships and programs. • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • training parents to volunteer in the offices and as BKG parent tour guides • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • continuing our literacy newsletter, our guidance news letter, our Principals newsletter, sending our monthly calendar and adding a Math and Science newsletter or combining them with Literacy. . Continuing to utilize our school website as a space to inform parents • providing flyers and mailings in multiple languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum
Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

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

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

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

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

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	16
Borough:	K
School Number:	898

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	Marcella Carr-Gay
Assistant Principal	Yolanda Tomlin
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Dennis DaSilva
School Counselor	Gregory Charles
Teacher/Subject Area	
Teacher/Subject Area	Barbara Charles
Parent	Bertha Guanoquiza
Parent Coordinator	
Related-Service Provider	

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	N/A
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	N/A
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	146
Total number of current ELLs at your school:	10
Total percentage (%) of current ELLs at your school:	2
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	2

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	No

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	In the stand-alone ENL class, instruction is delivered by the ENL teacher to a small group of ELLs grouped as mixed proficiency levels in an ungraded pull-out setting. Instruction is based on the work in the integrated ELA/ENL class, where ELLs are provided further exposure to reading materials, one-on-one instruction, guided reading practice and guided writing instruction. Through the stand-alone class, ELLs are exposed to further vocabulary development to complement the Word Generation vocabulary program used in the ELA/ENL integrated class.
Integrated English as New Language (ENL)	Instruction for MLs/ELLs in the integrated ELA/ENL class is based on grade level. Students are grouped by grade with mixed performance levels. ENL students are programmed within ICT courses with general and special education students to leverage the expertise of the content area teacher, the special education teacher, who specializes in specially-designed instruction, and the ENL teacher, with expertise on designing instruction for ELLs. Through weekly team planning sessions, specially-designed instruction and assessment is planned for ELLs and former ELLs.
Bilingual Education (If applicable) - Transitional Bilingual Education (TBE) program - Dual Language (DL) program	N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	The school ensures the mandated number of instructional minutes through the work of the ENL teacher with the programming team in the development of the master schedule. By reviewing current NYSESLAT performance levels, the ENL teacher and the programming team schedule classes so that ELA/ENL integrated classes are distributed throughout the week so that the ENL teacher can be part of every integrated class. The stand-alone classes are programmed around the integrated class to ensure that the schedule for students entitled to the stand-alone class can accommodate the class. All ELLs, regardless of proficiency levels, are eligible for the stand-alone class if the team deems the student would benefit from the additional instructional time. All ELLs are programmed for ENL instruction that exceeds the minimum NYS requirement for ENL instruction. This is accomplished by providing five (5) periods of instruction for the integrated ELA/ENL class a week, with each period lasting 48 minutes, and by providing four (4) periods of stand-alone ENL class a week, with each period lasting 48 minutes.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school?	
What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Currently, the school has two newcomer ELLs. Newcomer instruction differs from those provided to developing or long-term ELLs in the focus of instruction. For newcomers, the aim of the program is to quickly build up communicative competence in English by targeting basic interpersonal communication skills and vocabulary. Cognitive academic language is introduced as students progress in their development of communicative competence. Instruction for developing or long-term ELLs focuses on the cognitive academic language, reading strategies, writing strategies and critical thinking skills.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Thirty-three percent of our ELLs are long-term ELLs, and that translates to one (2) student currently. Instruction for long-term ELLs differs from those designed for developing ELLs in terms of the focus. While all students are working toward developing stronger academic language skills, and reading and writing skills, long-term ELLs receive intervention by spend additional time focusing on discrete skills such as reading instruction, including phonics, and writing instruction to target basic writing skills necessary to move up in proficiency levels.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Two percent of students are former ELLs. The school provides transitional services to former ELLs by programming them for the same integrated classes as the ELLs for an additional two years minimum so that they receive a similar level of support as the ELLs. The ELA, ENL and special education teachers collaborate on plans that provide former ELLs with the same work as non-ELLs, but with the appropriate level of scaffolding to ensure their success.

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?	The trend that stands out the most is that writing is the most challenging modality. Students perform much higher in the other three modalities, especially speaking. This is reflective of the focus on developing communicative competence. It also shows the need to increase focus on writing ability.
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?	The ENL teacher and the appropriate content area teacher review ELLs' test scores in order to identify relationships. As a middle school, the students have not taken any Regents exams. For the ELA assessment, there is a relationship in the performance; students who do not do well on the NYSESLAT reading and writing modalities also do not perform well on the ELA assessment. No clear relationship has been found on the math assessment yet.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Attendance is monitored for ELLs as their attendance influences their achievement. Currently, the ELLs at the school have 93+% attendance, contributing to their overall growth and development. This attendance is carefully monitored because ELLs who are more engaged academically and socially in school will grow linguistically and academically at a faster pace. When ELLs begin to drop in attendance, the ENL teacher works with the parents to ensure that the student is attending school regularly and is making progress. This includes daily phone calls and text messages to parents when ELLs are absent, explaining to parents the importance of daily attendance, and meeting with the student to identify underlying causes. When underlying causes are found, the ENL teacher relays the information to the principal, the social worker, the school counselor and the attendance team.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	The four languages spoken by ELLs at the school are Spanish, Fulani, Arabic and French. Informal communication with parents who speak Fulani, Arabic or French is done in English since these parents can effectively communicate in English. For Spanish speaking parents who do not speak English, the ENL teacher communicates with them in Spanish. Formal verbal communication can be done via the DOE translating unit; formal written communication is done in the parent's home language as listed in ATS.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education (CR-SE)?**	The ELLS at our school are classified as black or latino. At the Brooklyn Green School, all CR-SE planning includes programming and supports that are culturally responsive to all students, including ELLS. The curriculum (including novel and text selections, the parent involvement plan and the social-emotional plan has components that directly address the needs of ELLs at our school. ELL students and parents sit on the Principal Advisory board. ELL students are invited to run for student government and apply to be a District Scholar Ambassador. We Incorporate culturally sensitive techniques to engage ELLs in the classroom and school. As a school we are developing a plan to assess the engagement of ELLs and their families in order to design a plan for engagement of ELLs and their families in our school and a plan for progress monitoring, including teacher development with the following foci: - Review and introduction to Key Aspects of Engaging ELLs and their Families - Conducting regular family Outreach - Embedding CR-SE in every aspect of the school community - Developing celebrations and sharing of cultures
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?	One trend that is reflected in the NYSESLAT of ELLs with IEPs and SIFE is the brevity of their responses. These students struggle to fully articulate their responses and it is similar to what goes on in the classroom. As a school we are working to have these students learn to expand their written responses in order to increase their communicative competence in writing.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The Instructional Leadership Team considers MLs/ELLs in the school's instructional design by ensuring that all teachers incorporate advanced literacy strategies, deeper questioning techniques, making-thinking-visible strategies and cooperative learning strategies into their daily planning. The ILT also performs lesson studies and inquiry work focusing on ELLs. The result of these is disseminated to the teachers and are used to help all students build up their literacy skills. All classrooms design activities that require students to work with and produce high levels of academic language.
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.	Core content in the ENL program is delivered by providing students with an integrated team comprising a content area teacher, a licensed ENL teacher and a Special Education teacher. In our ENL program, teachers are trained and certified to teach the common core learning standards and utilize the curriculum and school programs to meet the needs and challenges of their students. All subjects in our ENL classes weave the concepts of ENL instruction and the 4 Advanced Literacy Hallmarks. Teachers frequently use students' prior knowledge to build upon new concepts; use visual learning; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. As a n MSQI school, Word Generation is part of our daily instruction which embeds vocabulary development across content areas. Our teachers use a variety of student-centered materials to focus on the fundamentals of vocabulary, grammar, pronunciation, and reading comprehension in order to push students towards effective language use, and ultimately, fluency. The ENL teacher conducts regular professional learning opportunities that support all staff with understanding how best to support ENL students as well as how to leverage ENL instruction to support all students.
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.	Teachers of MLs/ELLs use the following strategies to provide access to academic content area and accelerate English language development: 1. Texts in both English and the students' home language 2. Videos with captions in students' home language 3. Students at the beginner and emerging levels can produce written work in either/both English and their home language 4. Students are taught how to use translating software to translate their own work as they make progress, and then to self-monitor and reduce the use of the software as their abilities increase 5. ELLs are grouped in both homogenous language groups and heterogenous language groups
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?	ELLs and all SWDs are programmed into the same ICT classes, which are serviced by a team of a content area teacher, an ENL teacher, and a special education teacher. This allows for very targeted instruction in order to accelerate language proficiency and attainment of IEP goals. The teacher team collaborate on planning lessons, having weekly planning meetings to discuss specific areas in need of targeted attention for ELLs. Through these planning sessions and student studies, the team develops a cohesive course of study that is tailored to the specific needs of each ELL. The ENL teacher and the special education teacher ensure that these strategies are employed in all core classes.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	To guide instructional planning for ELLs, we use Degrees of Reading Power, iReady, and NYSESLAT results at the beginning of the year. These determine the interventions used throughout the year, such as Phonics for Reading or Stari. As the year progresses, formal and informal classroom assessments are used to ensure that students are making progress.
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.	Our intervention programs for ELLs are as follows: in ELA, we use Phonics for Reading, Just Words, Wilson and Stari; in math we use IXL, Desmos and iReady. These are used to target all ELLs, including ELLs with IEPs. These are offered in English. For science and social studies, teacher-created interventions are used through one-on-one meetings. As part of the schedule, students are programmed for periods of intervention called W.I.N. (What I Need) in order to received additional targeted instruction. Additionally, students have as part of their regular schedule periods called Office Hours, in which teachers are available to meet with students to provide further intervention services.
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.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	As part of formative assessment practices, the following strategies are used to guide instructional planning for our ENL students: Word Generation vocabulary quizzes, Word Generation debates, iReady and IXL, teacher-created assessments and exit tickets, performance-based learning projects and observations of student language usage in speaking and writing.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	N/A
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	For summative assessments, iReady and NYSESLAT are used to evaluate the effectiveness of the ML/ELL program. The results of these exams are used to plan the final weeks of the school year and the first weeks of the following year.
2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.	The NYSESLAT will be administered by the ENL teacher to all students identified in the RLAT report from ATS during the testing window during non-core instructional periods over a timeframe of 3 days, plus make-ups, allowing students to continue receiving mandated services during the testing window. The exam will be scored by a team of ELA, social studies and language teachers, taking care to assign teachers to score exams of students not in their own classes.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum	
How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	In order to ensure that ELLs with IEPs have access to and engage with grade level content, teachers provide texts in multiple modalities , through videos and through pre-recorded instructional videos students can watch at their own pace. Students are, when possible provided texts in their home languages. Essential vocabulary is identified, presented and reviewed throughout the unit to ensure understanding. Parallel-teaching and small group instruction is used to increase access to these students.
b. SIFE	In order to ensure that ELLs who are SIFE have access to and engage with grade level content, teachers provide texts in multiple modalities - written, through videos and through pre-recorded instructional videos students can watch at their own pace, and in their home language when possible. Essential vocabulary is identified, presented and reviewed throughout the unit to ensure understanding. Parallel-teaching and small group instruction is used to increase access to these students. Additionally, teachers utilize reading strategies from Phonics for Reading and/or STARI to help these students access the content.
c. Newcomer	In order to ensure that newcomer ELLs have access to and engage with grade level content, teachers provide texts in multiple languages and in multiple modalities - written, through videos and through pre-recorded instructional videos students can watch at their own pace. Technology is utilized to provide newcomers with multiple opportunities to engage the material. Students use iPads with Google and Microsoft apps that translate any written material into their home language in real time, and record, translate and create a written version in their home language of any spoken instructions in English. Essential academic and essential communicative vocabulary is identified, presented and reviewed throughout the unit to ensure understanding. Parallel-teaching and small group instruction is used to increase access to these students. Additional speaking practice is utilized with these students in order to give them the opportunity to develop the communicative competence in the subject. Students are encouraged to produce work in their home languages to ensure positive learning outcomes every day, in every class. As students grow in their abilities in English, their produced work begins to shift from their home language to English in a natural way.
d. Developing	In order to ensure that developing ELLs have access to and engage with grade level content, teachers provide texts in multiple modalities - written, through videos and through pre-recorded instructional videos students can watch at their own pace. Essential vocabulary is identified, presented and reviewed throughout the unit to ensure understanding. Parallel-teaching and small group instruction is used to increase access to these students. Additionally, reading and writing strategies are taught and reinforced so that developing ELLs can increase their literacy skills. The use of sentence stems is heavily used to ensure that ELLs are producing work in English with their own words, but in a sheltered way that guides the student toward producing high quality work. Furthermore, "turn-and-talk" activities are utilized to give these students additional opportunities to engage with the content. At this level, ELLs are specifically encouraged to read aloud in class, to participate in class discussions and to engage their classmates in group discussions.
e. Long Term	In order to ensure that long-term ELLs have access to and engage with grade level content, teachers carefully partner ELLs with other students with whom they can participate in meaningful group discussions. Essential vocabulary is identified, presented and reviewed throughout the unit to ensure understanding. Parallel-teaching and small group instruction is used to increase access to these students. Additionally, these students receive targeted instruction on reading, writing and speaking strategies that are designed to increase their performance levels on the NYSESLAT.
f. Former ELLs up to two years after exiting ELL status	In order to ensure that former ELLs have access to and engage with grade level content, they are programmed into integrated ELA/ENL classes, but receive less scaffolded support. Parallel-teaching and small group instruction is carefully designed to allow these students to independently participate in their classes with a safety net when needed. ENL strategies used in these classes benefit former ELLs as they become fully independent.

2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	DL- N/A TBE- N/A ENL- We will implement a Monthly (to begin and eventually, quarterly) Progress Monitoring Plan to assess: -How we are incorporating languages and cultures into the school community by: -Thoughtful planning of school events around major holidays celebrated by ELLs -Share information about cultural celebrations with teachers so that they are able to positively support them and incorporate them into lessons. Even a simple memo that explains why students will be out and offers some ideas for follow-up activities will be helpful. (Encourage teachers to start with children's books, which often have background information and activities, such as these titles about Ramadan, Chinese New Year, and Día de los muertos.) Learn about, recognize, and celebrate special events or holidays throughout the school. Invite parents to share food, activities, and music at school events and in the classroom. Encourage students to share traditions in school assemblies, talent shows, potlucks, and fairs. Offer food that reflects the cultural influences of your families on the cafeteria menu. Be mindful that students who are fasting may be less energetic in the afternoon. If possible, avoid school-wide parties or food-centered activities during these times.
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?	MLs/ELLs are programmed for Spanish as a language elective as part of their regular schedule, and they are given the option to also take American Sign Language.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	The school's annual professional learning plan includes both DOE-facilitated PL opportunities and an in-house PL program called "Coffee with Colleagues", in which teachers with expertise in an area present regularly scheduled professional learning sessions to teachers, non-pedagogical staff and administrators that are related to the academic and social/emotional needs of MLs/ELLs. This 2 year PL plan includes sessions on ENL strategies, reading strategies, current cultural issues and trends See below for some of the topics of both CTLE and In House PL: Best practices for English as a New Language Academic language and English Language Learners Co-teaching strategies, structures and supports Effective literacy strategies for ELLs/MLLs Scaffolds that support ELLs/MLLs in mastering core content Home Language and literacy development Aligning instructional resources to meet the needs of ELLs/MLLs Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions Identification, Placement, Assessment Identification procedures for ELLs/MLLs RTL for ELLs/MLLs Identification and placement procedures for ELLs/MLLs Assigning credits and reviewing international transcripts Appropriate assessment procedures/approaches to ELL/MLL assessment Language Learning vs. Disability IEPs, Instruction, Students with Disabilities Integrating language and content instruction for ELLs/
2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).	In order to meet the 15% of total hours for all certified faculty, teachers will attend District and City Level ELL CTLE sessions. For the ENL teacher to meet the 50% of total hours, the ENL teacher will attend District and City Level ELL CTLE sessions as well as outside approved ELL CTLE sessions. CTLE Sessions will consist of : Best practices for English as a New Language Academic language and English Language Learners Co-teaching strategies, structures and supports Effective literacy strategies for ELLs/MLLs Scaffolds that support ELLs/MLLs in mastering core content Home Language and literacy development Aligning instructional resources to meet the needs of ELLs/MLLs Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions Identification, Placement, Assessment Identification procedures for ELLs/MLLs RTL for ELLs/MLLs Identification and placement procedures for ELLs/MLLs Assigning credits and reviewing international transcripts Appropriate assessment procedures/approaches to ELL/MLL assessment Language Learning vs. Disability IEPs, Instruction, Students with Disabilities Integrating language and content instruction for ELLs/MLLs Strengthening home/school communication Cultural responsiveness or cultural competency training for teachers and administrators Best practices on how to support and sustain ELLs'/MLLs' social and emotional development needs, including creating a safe and supportive environment that is conducive to learning

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	ML/ELL family empowerment beyond mandated meetings and orientations include both teacher created/facilitated meetings, as well as sessions provided by partner organizations. These include fitness meetings, healthy cooking sessions, sessions on how to access legal assistance, musical performances. As an Middle School Quality Initiative we have implemented APTT Sessions are designed to give parents a chance to interact with the teacher and interact with one another. Further, parents receive data on their child's academic performance and learn strategies to work on academic skills at home with their child. APTT is accessible to all parents, no matter what their literacy levels are. With access to high-quality leadership training and development, parents become powerful advocates for greater opportunities for children, and the family becomes a vital constituency for improved child and community outcomes.
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.	At the beginning of each year, the ENL teacher meets with all the parents of ELLs. At this meeting, the ENL teacher provides a general overview of the goals of the program, and the language development needs in all content areas. In individual meeting with each family, the ENL teacher will review the results of the NYSESLAT and other assessments , as well as goals for the year and how the students can increase their performance levels. Additionally, the ENL teacher discusses specific ways that the student is progressing in his/her language development. In the event translation is needed that cannot be provided for by the ENL teacher, the DOE translation unit is used to provide live translation over the phone. These meetings are in addition to the new enrollment orientation meetings and parent-teacher conferences.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	ELA teachers and Administration have all been trained in the Advanced Literacies and have embedded this literacy instruction in our Literacy PLC work. We are currently focused on Hallmark 4:Study a small set of high-utility vocabulary words to build breadth and depth of knowledge. This work is coupled with resources from Colorin, Colorado, A bilingual site for educators and families of English language learners. Our professional learning this summer will be focused on Colorin, Colorado's Programs for Success for ELLS.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Identification of ELLs, both newly enrolled, current ELLs, is done by the ENL identification team, consisting of the ENL teacher, and the school secretary. The school secretary screens every new student in the school, and notifies the ENL teacher when there is a newly enrolled student from out of New York State or a transfer student who is a current ELL. Additionally, the ENL teacher utilizes ATS reports to identify and interview newly enrolled students. The ENL teacher interviews students and assists in filling out the Home Language Identification Survey; students who list a language other than English are further interviewed, and when necessary, take the NYSITELL. For students who list Spanish as their home language and do not score out of the NYSITELL, they also take the Spanish LAB test. The results of the exam are shared with the school secretary, the guidance counselor and the principal. Parents attend orientation meeting, are notified of their child's ELL status and receive an explanation of each ELL program in NYC via the NYC video.
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.	The members of the ELL identification team are Dennis DaSilva, the certified ENL teacher and _____, the school secretary. The school secretary screens every new student in the school, and notifies the ENL teacher when there is a newly enrolled student from out of New York State or a transfer student who is a current ELL. Additionally, the ENL teacher utilizes ATS reports to identify and interview newly enrolled students. The ENL teacher interviews students and assists in filling out the Home Language Identification Survey; students who list a language other than English are further interviewed, and when necessary, take the NYSITELL. For students who list Spanish as their home language and do not score out of the NYSITELL, they also take the Spanish LAB test. The results of the exam are shared with the school secretary, the guidance counselor and the principal. Parents attend orientation meeting, are notified of their child's ELL status and receive an explanation of each ELL program in NYC via the NYC video.

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
Yolanda	Tomlin	Assistant Principal	2022	Yes	Yolanda Tomlin
Dennis	DaSilva	ELL Coordinator	2021	Yes	Yolanda Tomlin
NA	Na	na	na	NA	NA
NA	NA	NA	NA	NA	NA

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
NA	N	N
NA	NA	NA
NA	NA	NA

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	1	.45	1	.45
French	1	.45	1	.45
Fulani	1	.45	1	.45
English	206	93.64	206	93.64
Slovak	0	0	1	.45
Spanish	10	4.55	9	4.09
Wolof	1	.45	1	.45

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	3	4
HAITAIN CREOLE	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	At the beginning of the school year all families complete a Language Preference Survey. We also review and note student data housed in ATS and record the At Home language designated for each student. Teachers We take multiple steps to asses the language preferences of the parent community of our school: 1) All Advisors call the home of all of their advisees in the first week of school. This introductory phone call provides an opportunity to orally asses the primary language that is spoken in the home. 2) All families receive a home language survey during the first week of school to be completed by families. 3) Using ATS reports, a list of home language preference for our students is compiled before the beginning of the school year. 4) Teachers have all students complete a Student Information Card for their classes at the beginning of the school year. On the student information card, students are asked to identify the language that is spoken in their home.

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 Flyer	Every other month (September, November, January, March, May and June)	The school's flier will be translated into the five home languages that have been identified. The flier will be submitted to the Translation and Interpretation Unit two weeks before distribution to provide sufficient turnaround time.
Report Cards	Four times for the school year; approximately every six weeks.	Report cards will be translated into home languages using the DOE provided translated report card.
Course Syllabi	September	Using information gathered through ATS and school information surveys, teachers will be advised which of their students have identified as having a home language other than English. As needed, teachers will translate their course syllabus into the home languages of their students. English copies of the documents will be submitted to the Translation and Interpretation Unit two weeks before the beginning of the school year to provide sufficient turnaround time.
High School Application Notices and Information	Four times throughout school year	All high school application notices and information are created and distributed through the Guidance department. The Guidance counselor will create the notices and submit them to the Translation and Interpretation Unit a minimum of two weeks before intended distribution.
Family Handbook	August/September	BKG Family Handbook is distributed to new and returning students. The Family Handbook will be distributed to new students at new student orientation in August and to returning students in September. The Handbook will be translated into our five home languages. The handbook will be submitted to the Translation and Interpretation Unit at the beginning of August to allow for sufficient time for translation.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Curriculum Night	October	Families will be grouped according to their preferred oral language. The ten families who prefer to communicate in Spanish will be paired with a dedicated Spanish speaking staff member for the evening who will provide direct interpretation for these families. Families whose home language is not represented in our school will be partnered with one of our staff members. The staff member will use an online translation service on an iPad to facilitate the translation between the family and the teachers.
Parent Teacher Conferences	Fall and Spring	Outreach will be conducted with our families whose home language is not English to arrange specific times for them to meet with teachers. Parents will have the opportunity to meet with all of their child's teachers at the same time. Translation services will be provided by a live interpreter when the home language is spoken by a member of the school community. Translation services will be provided using an online translation service when the language is not spoken by a member of the school community. A designated staff member will be present to facilitate the conference.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We currently use REMIND to communicate with families. A feature of REMIND is a two-way language translation service whereby messages are translated into the preferred language of the receiver. School-wide emergencies will be sent over the REMIND system and families will receive the message in the language that they have selected. We will assist families in setting up this system during Curriculum Night in October to ensure all families are connected to the school through this system.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Student specific events will be communicated to families orally and in writing in their home language. Any family whose home language is not English will be connected with one person at the school with whom they can communicate in their preferred oral language. Our staff members who are able to communicate in the same preferred language of our families, will be designated as the point of contact at school. Families will be provided with direct contact information (phone and email) for a specific staff member to facilitate direct communication about student specific event. For families who preferred oral language is not represented at our school will have the contact information for our LAC. Using an electronic translation service, the LAC will communicate directly with the families whose home language is not English.
(C) If a parent has an emergency and needs to contact the school.	If a parent has an emergency and needs to contact the school they will have a direct contact at the school who is able to communicate with them in their preferred oral language. Families will have the contact information (phone number and email) for their direct contact and will convey all communication to that person. The person will be responsible for conveying the details of the emergency to the school. Another mode of communication with the school is through REMIND. REMIND provides for two way communication. Families are able to send messages to the school through REMIND in their preferred language. The message(s) is translated to the reader in their home language.

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	Email
Over-the-Phone Interpretation Desk Aid	Email
Language Access Handbook	Email
T&I Unit InfoHub Link	Email

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The goals of Chancellor's Regulation A-663 will be shared through various means: a) The goals of the Chancellor's Regulation A-663 will be introduced to new staff members during the staff onboarding that happens in August. b) A copy of the Language Access Handbook will be posted in the School's Shared Google Drive. c) Key features of the Language Access Handbook will be included in the staff's handbook that is shared electronically and the complete Language Access Handbook will be linked in the BKG staff handbook. d) The goals of Chancellor's Regulation A-663 will be part of the all staff training that occurs during the Professional Development sessions that occur before the first day of school.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	Included in the BKG Family Handbook is a section on receiving information in their preferred language. The Family Handbook will be translated and distributed to families in their preferred home language. Brochures and flyers that are posted in the school will be translated into the home language of our families. Families whose home language is not English will be assigned to a BKG staff member. When the BKG staff member and the family communicate in the same language, the BKG staff member will advise the families of the engagement events where this information is available. NYC Public School Guidebooks and High School Selection Books will be distributed to families in their home language and extra copies will be on hand in the building in areas that are frequented by parents.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	Limited English proficient parents will be provided with a beginning of the year survey to measure their expectations and needs. The survey will be repeated in the middle of the school year and again at the end of the school year. The results from the survey at the beginning of the year will be used to revise the plan for supporting our families. The results of the midyear survey will be used to refine the plan and to asses the effectiveness of the systems. that were put into place.
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.	While we do not have Language Access feedback results, we have a growing number of ELL families. In response, we are implementing a Language Access Team, led by our AP, ENL and Special Education Coordinators to ensure that we are addressing the Language Access Needs of our families and continuously conducting quality control and on-going needs assessments. The LAT is developing Language Access Plan that will include Services for Written Translation, In-Person Oral Interpretation, Video or Telephonic Oral Interpretation. We will use in-house staff, contracted companies and on-line resources. Additionally, as a growing school we hire new staff each year and have intentionally made efforts to hire bi-lingual team members. Team members at the Brooklyn Green School are fluent in Spanish, French and Creole.

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	This years PL Series is focused on the following: -Social Emotional Screening, Learning and Implementation in every classroom -Restorative Practices -Data Informed Instruction and Decision Making -Teacher Leadership/ Mentorship -Professional Learning Communities with embedded inter-visitations -Meeting the needs of all learners with specific focus on: -Supporting our ENL students -Supporting Higher Achievers -Supporting students who receive special services -Crisis Intervention -Self-care and fitness for staff -Co-teaching - Planning, Instruction -Unpacking the Danielson Rubric -Every teacher a teacher of literacy (MSQ)

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$148,182	X	ELA, Math, SEF, MTSS
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local	$1,943,565	X	ELA, Math, SEF, MTSS

Explanation/Background

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

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

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

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

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

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

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

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

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

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

APPENDIX 6: SUBMISSION ASSURANCES

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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.