

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M006
School Name	P.S. 006 Lillie D. Blake
Principal	Lauren Fontana

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Lillie D. Blake School
District Borough Number (DBN):	02M006
Grades Served:	3K-5
School Address:	45 East 81st Street New York, NY 10028
Phone Number:	212-452-6650
Fax:	212-452-6645
School Contact Person:	Lauren Fontana
School Contact Person Email Address:	Lfontana@schools.nyc.gov
Principal:	Lauren Fontana

United Federation of Teachers (UFT) Chapter Leader:	Gloria Winograd
Parents' Association President:	Michael Hall
SLT Chairperson:	Dan Anziksa
Title I Parent Advisory Council Chairperson (PAC):	NA
Student Representative(s) Middle /High School:	NA
Student Representative(s) Middle /High School:	NA
Community Based Organization (CBO) Representative:	NA
School-Based Students in Temporary Housing (STH) Liaison:	Rick Eisman

District Information

Geographic District:	2
Superintendent:	Kelly McGuire
Superintendent's Office Address:	333 7 th Avenue New York, NY 10001
Superintendent's Email Address:	kmcguire@schools.nyc.gov
Phone Number:	212-356-3739
Fax:	

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
Gloria Winograd	UFT Chapter Chair	
Anna Casarella	Staff Member	
Emily Diamond	Staff Member	
Emily Singer	Staff Member	
Dan Anziska	Chair - Parent	
Erica De La Pena	Parent	
Farzeen Firoozi	Parent	
Jamie Lavin	PTA President Parent	
Paige Corbet	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
Carla Miragliotta	Special Education Liaison	
Amy Santucci	Assistant Principal	
Jane Galasso	Assistant Principal	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	in good standing
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Provide your school’s mission statement:	<p>PS 6 is a nationally recognized leader in public education that holds high academic standards for all students. An investigative-based curriculum, interdisciplinary teaching and a highly motivated faculty serve as the foundation for identifying, developing and promoting successful strategies that meet the individual educational and emotional needs of each PS 6 student. The needs of a diverse body of learners are met with programs such as Collaborative Team Teaching, intervention and small group instruction. PS 6 strives for a balance between process-oriented instruction and the skills and strategies good educators have always valued. Teachers teach programs that are an outgrowth of their staff development and their own collaborative process across and within grades. PS 6 believes the best instruction comes from good modeling, and this must happen on two levels. First, teachers use their own writing and reading process and their own mathematical thinking to model specific strategies for students. Second, teachers demonstrate continued learning by furthering their own practices, modeling life-long learning. PS 6 staff members are interested in the success of all students as individuals – academically, socially and creatively. To that end, PS 6 has a comprehensive art, music and dance program that taps into a multi-talented student body. The school values character education – training staff members, students and parents in social emotional education. PS 6 is committed to providing a balance between academic achievement and personal growth.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>PS 6 is located a block east of Central Park and a "stone's throw" from the Metropolitan Museum of Art. Cultural literacy is literally at our door, and is an integral part of our students' school experience. Whether it is third graders enhancing their study of African culture by exploring African Masks at the Met, second graders visiting the Museum of the City of New York to gain an historical perspective of our great city, fifth graders taking part in a collaboration with the Guggenheim through an after school CASA program, or kindergartners adopting a tree in Central Park to study across the seasons, we are committed to our students' understanding that learning takes place both inside and outside our doors. Our student body represents the cultural diversity of New York with families representing over 45 different cultures. We have instituted a new tradition at PS 6 to celebrate this diversity, now in its third year – hosting a World's Tour Celebration - an evening where families come together to learn about and appreciate how diversity adds richness to our lives. Historically, our school has maintained a high level of parent support and involvement. We believe successful education must include a partnership between home and school. By inviting parents into our classrooms as well as offering a multitude of parent information sessions, we are giving our families an education about their children's education. Parents As Learning Partners (PALP) is a program where families participate in a variety of curricula activities alongside their children. Throughout the year parents/guardians are invited in and become mathematicians, readers, writers, and social scientists alongside their children.. Teachers provide parents/guardians with a "take away" including an explanation of what they did as well as ways they can support their children at home. In addition to our Curriculum Night at the beginning of the year, we host Math and Literacy Information Sessions. The goals of these mornings are multidimensional. First and foremost, we want parents to understand our philosophy of instruction and how their children learn. Additionally, we want parents to understand the stages of development they can expect their children to go through within each content area. Finally, this communication allows for more successful support at home. These sessions are highly attended, which speaks to our parent involvement. Thus, our parents truly are partners in their children's education. We believe the only way to challenge all students academically is to provide assessment driven, responsive teaching. Although we develop unit plans prior to teaching a unit, we know once a unit begins what happens each day needs to be factored in to what we teach in subsequent days. We are tackling the complexities of assessment driven instruction by first making sure each teacher understands the Common Core Learning Standards (CCLS) and how our curriculum teaches those standards. Looking at student work alongside standards is key – as we want to objectify our interpretation as much as possible. We work together on grade level and cross grade level teams to develop strategies to support students at their instructional level. In reading and writing we use common core aligned progressions and rubrics when looking at student work so we always know next steps. With this approach, a child's learning is never "done" – teachers and students know the goals they are working towards. A major component of academic success is targeted small group instruction. Teachers work with associate teachers, student teachers, coaches, mentors, and interventionists to ensure each child is being appropriately challenged based on the data provided by continuous assessment. Academic success is connected to emotional/social health. This year we began a school wide initiative to adopt Responsive Classroom - an approach to positive discipline that "...focuses on the strong relationship between academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging communities where all students have a sense of belonging and feel significant." (https://www.responsiveclassroom.org/). All staff members participated in four days of training to understand the philosophy of the program and to be able to develop consistency of language when talking to children. Staff members worked in small groups unpacking the key elements of Responsive Classroom and presenting these elements to the entire staff. In conjunction with Responsive Classroom, a group of teachers were trained in Positive Behavior Intervention System (PBIS). Our school has adopted the motto Be Kind, Be Safe, Be Responsible, and through student led assemblies our entire school body is learning what it means to create a kind, safe, responsible environment. Looking forward, our goal is to balance and integrate the elements of Responsive Classroom and PBIS in order to ensure the emotional and social well-being of every PS 6 community member. Our school is also dedicated to having more immersive opportunities for students to grow emotionally and socially. To that end we have a variety of clubs and programs for students to participate in. Our guidance team has trained twenty fourth and fifth grade students to become our Peer Mediators to implement conflict resolution strategies. You can often see our mediators, supported by a counselor/social worker, sitting with a group of students helping them resolve a schoolyard conflict. Younger students know they can go to our mediators for support. PS 6 Change Makers is a community service program where upper grade children develop an understanding of the importance of being an active member of their community. These children take on leadership roles, sharing with all our students the importance of supporting organizations that help the community. Children across the school collect change and during a school wide celebration children share out where they would like to donate the money collected. Our Change Makers research and interview different organizations before making the final decision as to where to donate funds collected. Our Eco Kids Club is a lunchtime program where children partner with the Children's Environmental Literacy Foundation to integrate the theme of sustainability throughout the school. Our goal in whatever we do is to provide opportunities for to empower children so they see they have the power to change something they care about.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Remote and In Person -TCRWP	Videos Made by Staff and TCRWP, online resources - EPIC, MyOn, Espark, Writable, Learning Ally
Math	K-2	Remote and In Person -TERC Investigations Math	Videos Made by Staff, Online resources- Dreambox
Math	3-5	Remote and In Person -Engage	Engage Videos, online resources - Espark

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

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

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

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students in grades 3 and 4 will improve their ability to identify the central message, main idea and theme in both informational and literary texts.	According to the instructional report from June 2022, 77% of students in third grade answered questions about main idea in an informational text correctly and 58% answered questions about the central message correctly. 54% of students answered the constructed response about the central message of a literary text correctly. In fourth grade, 77% answered the constructed response questions about the main idea in an informational text correctly and 74% answered the constructed response correctly about theme in a literary text.	Historically, nonfiction reading is an area that teachers feel they need the most support in planning and revising their teaching. We assess students on fiction texts ensuring they are reading independently on their independent reading levels and receiving guided reading instruction on their instructional level. Therefore, children may not be independently practicing the nonfiction reading strategies in books that are on their independent level. Also, we have leveled libraries for fiction and all nonfiction books are not leveled. In regards to the teaching, there needs to be more explicit work done around the connection between fiction and nonfiction strategies when identifying main idea, theme and central message.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	60	By June, 2023, all Students will correctly be able to identify the main idea, central message and/or theme in a literary or informational text Increasing 30%, from 60% to 90% , as measured by Nonfiction Whole Book assessments, Teachers College Running Records, 2023 ELA State Test.

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)
		11/2022			
Fiction Reading pre and post assessments, nonfiction reading pre and post assessments	Fiction and Nonfiction Unit Pre-Assessment	70% of third and fourth graders will answer questions about theme, main idea and central message correctly	11/2022	02/2023	06/2023

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?)
09/13/2022	10/12/2022	Teachers in grades 3 and 4 will meet with literacy coach to review fiction pre-assessments and post assessments for fiction unit.
09/20/2022	10/01/2022	Teachers will learn how to assess students using the nonfiction whole book assessments.
09/13/2022	12/24/2022	Teachers will meet to plan out the placement and teaching of central message and theme lessons in literature based on pre-assessment data.
09/13/2022	12/24/2022	Teachers will meet to plan out the placement and teaching of central message and main idea lessons in informational texts based on pre-assessment data.
09/13/2022	12/24/2022	Teachers will look at student post-assessment data to plan next steps.
09/13/2022	12/24/2022	Teachers will meet with literacy coach to plan out a fiction and nonfiction read aloud focusing on modeling the identification on central message, main idea and theme.
09/13/2022	12/24/2022	Inter-visitations will be set up to watch read aloud and provide peer feedback.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/03/2023	01/31/2023	Teachers will meet with TC staff developer and literacy coach to plan out lessons around central message, theme and main idea based on post assessment data.
02/01/2023	03/28/2023	Inter visitations will be set up for teachers to support one another in incorporating work around central message, main idea and theme in read aloud.
03/01/2023	06/24/2023	Teachers will meet to plan out small groups around central message, main idea and theme based on class data.

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)
09/20/2022	04/25/2023	Parent Workshops to share how we teach reading and writing	Parents, Teachers, Literacy Coach, TCRWP Staff Developers
10/04/2022	02/25/2023	Parents as Learning Partners - parents participate with their child during ELA Lesson	Parents, Teachers, Literacy Coach, TCRWP Staff Developers

Human Resources	Literacy Coach
Instructional Resources	TCRWP Units of Study, virtual lessons, Staff Development
Schedule Adjustments	Each grade will have specific number of days to work with a TCRWP Staff Developer through out the year. Literacy Coach will be working in cycles with each grade.
Other Resources Needed	TCRWP Units of Study, Staff Development with TC

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)
Application and Deep understanding work	Teacher Observations	
Cumulative review work, ability to identify trends over time and make curricular and group/individual intervention plans.		We do not have an assessment tool of how students perform across time, only from baseline to summative within a unit.

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	88%	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 88% to 93% of the All students achieving level 3 and 4, as measured by NYS Math Exam Results., as measured by NYS Math Exam Results

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)
		11/2022			
Acadience Progress monitoring, pre and post math assessments, math rich tasks	Pre and Post Assessments/ Acadience Progress Monitoring	11/2022	11/2022	02/2023	06/2023

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?)
09/12/2022	01/27/2023	Teachers will meet with Math Instructional Lead to discuss virtual math supports, assessments and resources.
09/12/2022	01/27/2023	Teachers will meet with Math Instructional Lead to create rich tasks for students
09/12/2023	01/27/2023	Teachers will periodically meet to look at the data from pre and post assessments as well as observations from rich tasks

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/30/2023	06/23/2023	Teachers will work with small groups to provide opportunities to for students to share their thinking on solving rich tasks
01/30/2023	06/23/2023	Inter visitations will be set up for teachers to support one another on observing students completing rich tasks – to assess their understanding of mathematical concepts
01/30/2023	06/23/2023	Teachers will periodically meet to look at the data from pre and post assessments as well as observations from rich tasks

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)
09/12/2022	12/23/2022	Parent Workshop on how we teach Math	Parents, Teachers, AP/Math Coach
10/03/2022	03/31/2023	Family gathering playing Math Games and completing a rich task together	Parents, Students, Teachers, AP/Math Coach, reimaginED Consultants

Human Resources	Assistant Principal/Classroom Teachers
Instructional Resources	reimaginED Professional Development, Bridges intervention materials, Mathematical Mindsets PD and resources
Schedule Adjustments	PD after school hours
Other Resources Needed	Funding for per session for staff interested in PD as well as funding for the reimaginED PD

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)
Put additional systems and structures in place so that new families have a better understanding of the SEL and academic curriculum and students have a successful transition.	PPT New Referral Data out of 47 new admits, 22 were brought up to the PPT. On the Supportive Environment section of the 2021-2022 school survey 84% of teachers responded positively that the classroom is conducive to learning, which is down 16% from the 2021 survey.	Children that are new to our school have struggled to succeed with the curriculum and with the routines of the classroom. Out of 47 new admits, 22 were brought up to the PPT. Inconsistency with the interactive modeling component of Responsive Classroom to model the routines across all subject areas and transitions. The quick pacing of our curriculum supersedes taking time to explicitly state classroom expectations. Lack of regular meetings with families of new-admits as a school and with families that have children that are struggling in order to share how they can support their children at home in a way that matches our curriculum.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	84	By May, 2023, responses related to practices related to Classroom Behavior will improve 6%, from 84% to 90% as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		11/2022			
School Survey	Collaborative and Trusting Relationship Section of School Survey	84% felt positive	11/2022	02/2023	06/2023

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?)
09/02/2022	10/01/2022	Develop buddy families for incoming families
09/02/2022	10/01/2022	Office staff needs to have a system where they need to receive a RC of past school and contact information of old school that is given to the teacher
09/02/2022	10/07/2022	New families are given a questionnaire and principal will reach out to new parents in grades 1-5 in the first 6 weeks as well as parent coordinator.
10/03/2022	11/03/2022	In grades 1-5, time should be scheduled to meet with PPT to review new child's record
10/03/2022	12/23/2022	Literacy/Math morning session for new families and PD for all families in the Responsive Classroom Framework
09/02/2022	11/03/2022	Equity Team will meet to assess procedures for new admits and how information is disseminated to teacher/families

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/28/2023	04/27/2023	Create inter-visitations for teachers to observe interactive modeling
01/28/2023	04/27/2023	Use the ATLAS: Learning from Student Work Protocol in teacher meetings 1 time/month focusing on new admits when relevant
02/17/2022	03/17/2023	Families and Teachers will be give questionnaire regarding school climate
02/09/2022	03/09/2023	In grades 1-5, time should be scheduled to meet with PPT to review new child's record
02/03/2023	03/03/2023	Equity Team will meet to assess the new procedures for new admits and how information is disseminated to teacher/families

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	12/23/2022	Develop buddy families for incoming families and parents will be given a questionnaire.	
01/05/2023	06/24/2023	Parents will be given a check-in questionnaire.	
09/13/2022	02/28/2023	Literacy/Math morning session for new families and PD for all families the Responsive Classroom Framework	

Human Resources	Administration, Clinical Staff, Equity Team Members
Instructional Resources	Responsive Classroom Texts on Interactive Modeling
Schedule Adjustments	PD after school; during school hours, workshops for families after school and during school hours
Other Resources Needed	

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)
Math data will be used to develop targeted instruction in math.	75% of IEPs from the IEP review have math assessment data which is then used to develop IEP math goals and support instruction.	The school has focused on reading and writing intervention programs and now needs to implement a math intervention program.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	70%	By June 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will align the math support in the classroom to math assessment data and increase the use of the data by 20% from 70% to 90% as measured by IEP Review.

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)
		09/2022			
IEP Review	IEP Review Question regarding math assessment data on the IEP.	70%	11/2022	02/2023	06/2023

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
10/01/2022	06/10/2023	Training in a Math intervention Program	Teachers in the ICT classes will attend Bridges Training as an overview i how to get started.
11/01/2022	02/20/2023	Professional Development on different types of assessment data	ICT Teachers will meet with Special Ed Lead to discuss math assessment options.
11/08/2022	05/13/2023	Professional Development on how students learn math best.	Special Education Lead, Principal and Assistant Principal/Math Coach will attend PD on how children learn math best. They will then turn-key the information to the staff in small groups.
11/05/2022	06/24/2023	Small Group Implementation of Math Intervention Program	Special Education LEAD and Math Coach will model small groups in the math intervention program.
11/03/2022	06/03/2023	Professional Development in Bridges Program	Teachers will take a course over the semester in an overview of the Bridges Program.
10/04/2022	06/08/2023	Looking At student Work	ICT Teachers will meet monthly to look at student math assessment data through t ATLAS Protocol.
10/12/2021	06/24/2023		

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)
09/27/2022	02/28/2023	Workshop for families on ways they can support their child in math.	SBST Team, Administration, Parents
10/25/2022	04/29/2023		

Human Resources	Clinicians, Related Service Providers. ICT Teachers, Administration
Instructional Resources	Bridges Math Intervention Program
Schedule Adjustments	Monthly meetings for ICT teachers to review student work
Other Resources Needed	NA

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 and 3	PPT and or bottom 1/3 of class, response to Tier intervention plan	ELA: Heggerty, Spire, Great Leaps, Intervention small strategy groups, Spire, Sound Sensible	Small group push in/pull out, and one on one	during school hours	no

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 and 3	PPT and or parent referral, OORs reports,	At Risk Counseling and or Art Therapy and or Support Groups	Small group pull out or one on one	during school hours	no

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	0
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Describe the services you are planning to provide to the STH population.	
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [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

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

[School Name], 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 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:	02
Borough:	M
School Number:	006

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	Lauren Fontana
Assistant Principal	Jane Galasso
Assistant Principal	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Katie Russo
School Counselor	
Teacher/SETSS	Carla Miragliotta
Attendance Secretary	Sandy Weiswasser
Parent	
Parent Coordinator	Sanober Khan
Related-Service Provider	Melissa McDermott

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:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	478
Total number of current ELLs at your school:	20
Total percentage (%) of current ELLs at your school:	4.3%
Total number of former ELLs at your school:	11
Total percentage (%) of former ELLs at your school:	1%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The standalone ENL program is provided through a pull-out model for students who are entering and emerging. The program model that we have at PS 6 is a mix of heterogeneous and homogenous students. We group by skill level as well as grade level. For example if there is a 4th grader whose proficiency level is lower than that of the other 4th graders but the same as the 3rd graders, that student would be placed with the 3rd grade group. Our goal is to find the right balance for our ELLs with regards to their second language development and age-appropriate content. The ENL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ENL instruction is content-based in the standalone model. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language. The ENL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model. In the event of remote learning, students in the freestanding ENL program receive their mandated minutes through live instruction on Zoom and Google Classroom (ppt, videos, documents) assignments. The ENL teacher is able to communicate with students via Zoom, email, and Google Classroom comments. During live sessions, the ENL teacher offers targeted lessons from the stand-alone curriculum utilizing a variety of resources and strategies. The ENL teacher also offers office hours on Zoom that are utilized to meet the mandated minutes. Students are able to have one-on-one instruction at that time to review concepts, practice targeted language goals (example: transition words in storytelling), and preview content vocabulary for upcoming lessons. Interactions through Google Classroom and email include providing comments and feedback to student work. Additionally, conversational questions and videos are posted, which provide students the opportunity to engage in conversational language with the teacher and classmates.</p>
<p>Integrated English as New Language (ENL)</p>	<p>At PS 6 we align our ELL program with the comprehensive core curriculum and Next Generation Standards. The ENL teacher, the principal and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations. The ENL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups during integrated ENL. For integrated ENL, the ENL teacher pushes into the classroom for the mandated number of minutes. She works with students in heterogeneous groups in the classroom. The classroom and ENL teachers work together to identify best practices for teaching methods, instructional decisions and texts that tie into a thematic unit that the class is studying.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

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

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**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>The overwhelming majority of our ELLs are considered Newcomers, or ELLs who have been in the program for 0-3 years. In fact, 95% of our ELLs are Newcomers. No ELLs are considered SIFE. Our services for newcomer ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically enriched lessons. With entering and emerging newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the transitioning and expanding newcomers, we usually work on sentence syntax and the grammar rules. This is compared to services for Developing or Long-Term ELLs, where the focus is centered on reading comprehension and writing skills that will help scaffold the units of study being taught in the general classroom.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>At PS 6 we do not currently have any students who have been here for over 6 years, so there is no program in place. However, if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, the ENL and classroom teacher would focus on writing strategies that foster language development for this student. For ELLs who have special needs, lessons are tailored according to the student's specific needs and the goals of the IEP.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELLs make up about 1% of our school population. PS 6 provides services to former ELLs through 90 minutes of small group instruction provided by the classroom teacher. For former ELLs who need additional support, the ELL teacher will work with them in the integrated ENL setting to provide instructional minutes. The ELL teacher and the classroom teacher are in constant dialogue regarding the best way to support our former ELL students and to monitor their academic progress during these transitional two years.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>By looking at the NYSESLAT results over the course of several years using the RLAT and EDAT reports, certain information is revealed by the data patterns across proficiency levels and grades. Our Kindergarten ELLs represent all proficiency levels. Typically, the NYSITELL shows that newly registered students in upper grades are entering or emerging levels. There is a gradual increase in proficiency from emerging to expanding students across all grades. We also use the EDAT and RFSF reports in ATS. Additionally, we will utilize previous years' NYSITELL and NYSESLAT results to look at trends. This will work well for ELLs who have received services for at least two or three years, as we will be able to track in which modalities (speaking, listening, reading, writing) they have consistently done well, in which modalities we have seen consistent progress, and in which modalities there has not been progress. We will then be able to target teaching to address those specific needs and help ELLs build skills in that particular modality.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>We have noted our ELLs tend to perform stronger in the state Math tests. This is most likely a result of testing accommodations afforded to ELLs that remove the language barrier for students. For NYS ELA exams, ELLs did not perform as strongly. This is particularly true for students who are at the emerging or transitioning level of English who had already used their ELA exemption. We used this information to inform how to best support students with test taking and comprehension strategies, particularly to support work geared for the ELA. We also look at which teachers predominately work with the ELL population in the school and the trends the students have in their English proficiency growth. The ELL teacher works with these teachers in particular to help scaffold the curriculum to address the English proficiency needs of the ELLs.</p>

<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>We have several ELLs who receive at-risk services, which are monitored by our PPT committee. Some ELLs benefit from art therapy for social-emotional learning, while others are in small intervention groups that focus on academics. One recent trend is supporting at-risk ELLs through our SPIRE program. Attendance is a key component for academic achievement for ELLs. Due to a range of issues, particularly given the COVID era, attendance for some ELLs has been low. This ultimately impacts their academic progress. PS 6 works tirelessly to communicate with families about the class schedule and work with them with the hopes of increasing attendance for these at-risk ELL students.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>At PS 6, we are fortunate to have an incredibly diverse population, so we do not have one language that is the largest representation in our ELL population. We do serve children whose families work for the Czech and Mongolian Missions to the United Nations, so we have structures in place that support communication with students and families who speak Czech and Mongolian through contacts and previous families that will help new families transition into our school. We also use the Translation Line for any necessary interpretation with new families.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>PS 6 has made Culturally Responsive and Sustaining Education a priority and seeks to ensure our curriculum reflects the student population we serve. Almost half of our ELL population is Asian and the other half is Caucasian. We have critically analyzed our classroom libraries and have worked to add texts that showcase characters and texts that offer students both mirrors and windows into a range of racial and ethnic backgrounds. In upper grade classrooms, there is a focus on class discussions that are both socio-politically and socio-culturally conscious. ELLs in these classrooms are always included in these important discussions and are critical to building a classroom community that is based on respect.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We do not have any SIFE at PS 6. We have two ELLs with IEPs in different grades, so it is difficult to ascertain trends of NYSESLAT results in these groups. The listening section of the NYSESLAT has been the weakest area for ELLs with IEPs, which could be the result of attentional or language processing disorders. We work to help ELLs with IEPs develop skills and strategies for listening for information to help progress their listening scores on the NYSESLAT.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>At PS 6, the Instructional Leadership Team considers the ELL population in the school's instructional design on a number of levels. Primarily, we recognize that ELLs need multiple exposures to new vocabulary words and content. So, we plan for small groups for pre-teaching to ready ELL students for the large group lesson. Additionally we are flexible in our approach to afford ELLs the opportunity to solidify the academic foundation needed to access the rest of the curriculum. This could be intervention work in programs like SPIRE or different Wordly Wise curriculum for vocabulary development.</p>

<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>We only offer an ENL program model. In that model the ELA, math, social studies, science and ENL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. Provided entirely in English, this content is complemented by the balanced literacy model, which is aligned with the Next Generation Learning Standards. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency and literacy instruction in the content areas. A variety of resources are utilized, such as native language books, content area books and manipulatives to support the comprehensible input provided to ELL students. The ENL teacher works with classroom teachers to streamline the work and help ELL students foster their language development while accessing the grade level content. The ENL teacher also helps classroom teachers modify and scaffold instructional approaches and methods to make content comprehensible while still addressing the demands of NYS Learning Standards. Some examples of these modifications include content area vocabulary webs, picture webs, and wordless books or movies. To provide this targeted content and language instruction, the classroom and ELL teachers use both small and large group instruction. For expanding ELLs in upper grades, we focus on using expanded English language to address standards that focus on inferencing skills and creating connections between texts. For entering, emerging and transitioning ELLs, there is inferencing work but also a lot of focus on key detail standards to help build basic English vocabulary to talk about reading and writing. In order to address math standards, the ELL teacher works with classroom teachers to help build the essential vocabulary that is needed to describe and compare attributes and work through word problems. In the event of remote learning, the ELL and core content teachers deliver content through live instruction on Zoom and Google Classroom (ppt, videos, documents) assignments. The ELL and core content teachers are able to communicate with students via Zoom, email, and Google Classroom comments. During live sessions, the ELL and core content teacher offer scaffolded lessons from the curriculum utilizing a variety of resources and strategies.</p>
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<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>We collaboratively use instructional strategies and grade level materials for ELL-SWDs to provide access to academic content areas and accelerate English language development. The ELL teacher works with classroom teachers to ensure appropriate and relevant context related texts are used in the classroom. Depending on the study, the ELL teacher picks out texts that showcases the academic content, but in a way that scaffolds for comprehension and language proficiency. The ELL teacher also provides an account on Raz-Kids that scaffolds reading instruction to the student's individual reading level. This technology is an excellent resource for our ELL population that provides access to content, while building on language skills in an interactive and engaging way. In the event of remote learning, ELLs are provided with a number of resources to build English language skills. Resources utilized for ELLs include Brainpop Jr., Raz-Kids, recorded read alouds, Starfall.com, and Wilson online for phonics support. Resources such as recorded read alouds, Brainpop Jr., and Starfall allow students to continue to build listening comprehension with visual scaffolds. Starfall, Wilson, and Raz-Kids provide many resources to build ELLs' reading skills. There are leveled books with vocabulary support, as well as ELL specific vocabulary and grammar exercises to support their English. Many books are offered in a variety of levels so that ELLs of all levels can learn the same content at their appropriate proficiency level. Additionally, Raz-Kids tracks students' scores on various types of questions to allow teachers to target instruction. Students are also able to record themselves reading on Raz-Kids for teachers to assess ELLs' fluency and pronunciation while speaking English. We also use other virtual learning platforms that track growth for formative assessments. Such platforms include Writable, ESpark, Actively Learn, and Learning Ally.</p>
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<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Teachers group students according to age, proficiency level and areas of need. The goal is always to provide students with the instruction they need in order to accelerate their English language development in tandem with meeting the goals of the IEP. Therefore, the ELL teacher works with clinicians, classroom teacher and SETTS teachers to help create language goals that support the academic work to meet the IEP goals. ALL ELL-SWDs are benefiting from targeted work, such as reading reform, to help meet their academic needs while continuing to build knowledge of English vocabulary and letter work. The teachers use curricular flexibility by modifying lessons to meet the needs of the ELL-SWDs according to their goals. They break down larger strategies into specific steps so that the students are able to process what they are being asked to do within the larger strategy. The students have the opportunity to read texts at their independent reading level, they are given math materials based on their goals and the students write along a continuum therefore they work on the skills they need in order to move up the continuum. The curriculum allows for discussion across subject areas. The students' partners vary; at times students are with children who are at their proficiency level and at other times students have the opportunity to discuss their ideas with children of varying abilities. The teacher's instruction is flexible based on the students' needs. Therefore, students are broken up into small groups to receive instruction based on their goals. Teachers look at the student's work based alongside the standards and a reading and writing continuum to outline the skills a student needs support in and then creates a small group based on those skills. In math, students are broken up into groups to receive targeting instruction in an area of need. The schedule is flexible throughout the school. Teachers work with service providers to create a schedule to meet with the service provider to plan and also to agree upon times when the service provider can work with the students. Schedules change based on outside programs that come into the school for a period of time and the teachers and service providers work together to revise the schedule when necessary. In order to ensure ELL-SWDs are scheduled in the least restrictive environment, ELL-SWDs partake in all school activities and specials with general education students.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use TCRWP assessments throughout the year to guide instructional planning in reading and writing. Once data is collected from TCRWP assessments, teachers are able to share the results with the ELL teacher and administration both through face-to-face interactions and a shared document that monitors progress. Disseminating this data allows us to inform our instructional planning in a number of ways. The primary structure put into place in the classroom is guided reading groups based on the reading levels and needs of students. Students are provided with texts that are individualized for their reading level and teachers target their instruction to address the reading skills needed to move on to more advanced levels. For example, students who struggle to retell stories in the reading assessments receive scaffolded instruction that pushes retelling language and different strategies to retell stories. The ELL teacher and classroom teacher use the data collected from running records to collaborate on appropriate pedagogical strategies to support the content and linguistic needs of the child. We want to make sure the child is making gains toward their reading MOSL goal. We also use the classroom teachers' other literacy assessments, such as pre- and post-writing assessments to monitor how an ELL progresses in English proficiency. To provide additional support with the scope and sequence, the classroom teacher and ENL teacher meet to collaboratively plan to differentiate the curriculum so that it is accessible and engaging for the student. The ELL teacher has access through a Google Drive to all of the curriculum content for all grades so that she can better anticipate the needs of the ELLs and help teachers implement scaffolds to support the children during class time.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>We offer targeted intervention programs for ELLs who need additional academic support outside of the ENL program. These programs are offered solely in English. We identify ELLs who would benefit from these programs by looking at the data supplied by the EDAT and through our PPT process. Our PPT group meets on a weekly basis to ensure we can quickly identify which ELLs could benefit from intervention programs and which program would be to their benefit. Such programs include at-risk small group work for ELA and math, which are conducted in cycles. Additionally, speech teachers offer small group work focused on writing. These groups target expanding ELLs to help them achieve a commanding level of English proficiency by either scoring commanding on the NYSESLAT or receiving a 3 on the ELA and expanding on the NYSESLAT. Intervention teachers monitor progress on a monthly basis to determine whether or not the ELL still needs the intervention work as an extra support. Assessment tools include running records, anecdotal and conferencing notes, and summative assessments. Our ELLs also benefit from at-risk social-emotional programs, such as art therapy, banana splits and peer mediation. We have a variety of resources and intervention programs in place. Our PPT committee monitors students and ELLs at risk on a weekly basis. Special education teachers, clinicians, and the ELL teacher offer intervention programs for ELLs. We use programs like SPIRE that enrich decoding and encoding skills, which may have regressed as a result of the remote learning period. We also offer students art therapy as an intervention program. Several ELLs in our school benefit from how this intervention program targets their social-emotional needs. All these programs are offered in the remote learning environment in small group or one-on-one Google Meet or Zoom sessions to meet the needs of the at-risk ELLs.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>With the multiple means of data that we are able to collect from the EDAT, tests including the NYSESLAT, NYSITELL and other assessments such as running records and baseline assessments, we are able to identify which English Language Learners need additional language support and in which areas this support is needed. As is aligned with the RtI framework, teachers are able to determine whether or not students are benefiting from the instructional program within a reasonable time frame. Teachers are then able to build more targeted instructional programs for students who are not benefiting, as they will be able to see in what specific areas the child needs additional support. This approach to RtI will also help the ELL teacher design more effective individualized plans for different students that is tailored to their individual needs. Also, the classroom teacher and ELL teacher collaboratively assess the student and compare notes and observations to provide a clearer and holistic picture of the student. With the additional information and attention to detail, there will be a greater potential for effective instructional techniques to support academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing or growing as expected, additional interventions will take place, starting with in-class interventions and then outside support from a specialist if necessary. Along with the RtI framework, teachers take into account how long the child has been speaking English and the level of literacy the child has in the first language. The PPT committee, which includes administrators, SETTS teachers, and related service providers, helps to monitor students who receive additional at-risk support to see what progress the student makes and how to best support the child. If the ELL still does not make the expected progress, the PPT committee may suggest a bilingual evaluation if the ELL is suspected of having a disability.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>The New York City performance assessment to assess ELA literacy skills in used. PS 6 uses the TCRWP to assess all students throughout the year to check in with the literacy skill levels. We use TC running records and the TCRWP assessments. In alignment with the TC curriculum, teachers use pre and post writing assessments as part of the ELA curriculum. We use these assessments to guide our instructional planning for ELLs in order to properly place them into groups that focus on skills needed at their level. Examples of these groups included guided reading and guided writing groups. In these guided groups, the ELL teacher and classroom teacher are able to directly address the reading and writing needs of ELL students that are identified by the formative assessments. By planning for this guided reading and writing time with ELLs, the ELL teacher and classroom teacher and better able to address the needs of ELLs in the school. In the event of remote learning, we are able to use these assessments to monitor student growth. The assessments will be done over live teaching to ensure the students' work are independent and accurately reflect what the student can do at that time. In addition, we use virtual learning platforms that track growth for formative assessments. Such platforms include Writable, ESpark, Actively Learn, Learning Ally, and Raz-Kids. These virtual learning platforms have various assessments that enable the ELL and classroom teachers to monitor progress. For example, ESpark has pre- and post-assessments on readings. Additionally, Raz-Kids tracks students' scores on various types of questions to allow teachers to target instruction. Students are also able to record themselves reading on Raz-Kids for teachers to assess ELLs' fluency and pronunciation while speaking English. Based on these formative assessments, the ELL and classroom teachers are able to modify and target instruction on live teaching sessions and during office hours to address ELL students' needs and keep pushing their English proficiency forward.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We constantly seek to find ways to assess our ELLs in their home language throughout the year. At this time, we haven't found an appropriate way to assess students, as we have several low incidence languages. However, we use translators or school personnel to assist with evaluations. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any of the standardized tests are available in a student's native language, we make sure to make that language an option for the student. If a translated version is not available, we hire a translator for the standardized tests that mandate native language assistance (NYS Math and Science exams). If any further investigation in the home or native language is needed, we have a translator come in to assist with whatever information we are trying to collect. Students are also provided opportunities to access information in their native language through books and certain online resources such as Raz-Kids. We also use peers of their native language to help engage newer ELLs with the curriculum. In the event of remote learning, we intend to utilize parents as a resource to both help evaluate home language and scaffold English language learning with home language resources.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>School leadership and teachers may use the results of the ELL Periodic Assessments, NYSESLAT, NYSITELL, and other language based assessments to identify ELLs’ areas of need and monitor progress. These assessments help provide our teachers and staff with detailed information about our students’ strengths and weaknesses in English language development. First, the ELL teacher can access students’ NYSITELL and NYSESLAT scores through the RLAT report on ATS to determine the breakdown of test results. The results provide information on the students’ performance in the four modalities (listening, speaking, reading writing). By analyzing the “Exam History Report,” we can also see patterns of individual student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement. For example, students who scored lower in the writing modality will be placed into a group that leans heavier on writing structure and development. Furthermore, the ELL teacher uses periodic assessments to assess language growth in the four modalities throughout the year. These assessments are kept in the child’s file for the year to monitor progress and determine what types of scaffolds will help the child in the classroom.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered by an intervention teacher during the testing window. The proctor goes through the NYSESLAT training to ensure correct administration. Scoring is completed by three teachers and/or administrators during the scoring period. Scorers also undergo training. All ELLs continue to receive their mandated services with the ELL teacher during the testing period, while former ELLs continue with their small group instruction in the general education classroom.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework</p> <p>Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>We collaboratively use instructional strategies and grade level materials for ELLs with IEPs to provide access to academic content areas and accelerate English language development. The ELL teacher works with classroom teachers to ensure appropriate and relevant context related texts are used in the classroom. Depending on the study, the ELL teacher picks out texts that showcases the academic content, but in a way that scaffolds for comprehension and language proficiency. The ELL teacher also provides an account on Raz-Kids that scaffolds reading instruction to the student's individual reading level. This technology is an excellent resource for our ELL population that provides access to content, while building on language skills in an interactive and engaging way. Our classroom teachers preview and review any new vocabulary so that ELL-SWDs are able to access the lesson. The students are given word banks during read aloud, social studies and math lessons in order to know what words to listen for as they attend to the lesson. The teachers have students read aloud short texts in partnerships and stop at parts to talk about the information. Classes have a word study period in which the ELLs, including ELL-SWDs, receive targeted instruction on letter-sound recognition, spelling rules and patterns to support their encoding and decoding. Students are given math materials according to their grade and the materials are modified if necessary. The students have a read aloud period and the text read is leveled for their grade and students use mentor texts from authors or their peers to understand what a grade level writing piece looks like.</p>
<p>b. SIFE</p>	<p>PS 6 does not currently have any SIFE students, which indicates there is currently no program model in effect for those students. If we were to receive a SIFE student, we would provide the student with the oral questionnaire, the Multilingual Literacy SIFE screener and a written screener. If these tools indicated the newly enrolled ELL is a SIFE, we would place the student in an appropriate age classroom and have them in the ELL group that best suits their needs. Appropriate scaffolding techniques would be applied that would differentiate the curriculum in an accessible way. We would also provide small group instruction in order to ensure the student solidifies the academic foundation needed to ground the more advanced academic work being done in the classroom.</p>
<p>c. Newcomer</p>	<p>Our plan for newcomer ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the transitioning and expanding newcomers, we usually work on sentence syntax and the grammar rules, as well as reading comprehension. We support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials. In the event of remote learning, newcomer ELLs are provided with a number of instructional strategies and resources to help entering, emerging, and transitioning ELLs continue to build English language skills. Such instructional strategies include word banks with visual dictionaries, the use of visuals, videos, graphic organizers, models, sentence frames, and TPR when appropriate. These particular tools help ELLs find entry points into new content as they build vocabulary through connections to pictures, previous knowledge, and body movements. Resources utilized for newcomer ELLs include Brainpop Jr., Raz-Kids, sequencing cards, recorded read alouds, Starfall.com, and Wilson online for phonics support. Resources such as recorded read alouds, Brainpop Jr., and Starfall allow students to continue to build listening comprehension with visual scaffolds. Starfall, Wilson, and Raz-Kids provide many resources to build ELLs' reading skills. There are leveled books with vocabulary support, as well as ELL specific vocabulary and grammar exercises to support their English. Many books are offered in a variety of levels so that ELLs of all levels can learn the same content at their appropriate proficiency level. The sequencing cards allow ELLs to practice speaking fluency to improve and increase oral language production. With time, ELLs are encouraged to use transition words and include details to lengthen and deepen the complexity of their English sentences. Students are also given opportunities to write their stories to match the sequencing cards so they can extend their sentence writing skills. The ELL teacher and students also use Google Translate, bilingual glossaries, and their parents in the remote learning environment to provide students with home language support.</p>
<p>d. Developing</p>	<p>For developing ELLs that have been in the US for 4-6 years, the lessons look different than the ones for newcomers. These ELLs would work mostly on reading and reading comprehension as well as essay writing and general writing and editing. We would support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials. For developing ELLs in the remote learning environment, students are provided with the scaffolds needed to participate in reading and writing work, particularly in the TCRWP workshop model. ELLs are able to use the scaffolds to organize materials and ideas before producing oral or written English. Additionally, ELLs in the integrated ENL/ELA setting are provided with resources such as Brainpop Jr., NewsELA, Raz-Kids, and recorded read alouds. Using these strategies and resources provide ELLs grade-level material in an accessible way by scaffolding lessons with added visuals through (for example) Brainpop videos or writing paragraphs using sentence stems and graphic organizers. NewsELA and Raz-Kids in particular are able to scaffold the language of a class reading so ELLs can access the content on an appropriate level.</p>

e. Long Term	At PS 6 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, the ENL and classroom teacher would focus on writing strategies that foster language development for this student. For ELLs who have special needs, lessons are tailored according to the student's specific needs and the goals of the IEP. At this time we do not have any long-term ELLs in the remote learning environment.
f. Former ELLs up to two years after exiting ELL status	The ELL students who have exited the ENL program within the last 2 years receive additional support from the ENL teacher. As mandated by the regulations in CR Part 154, the ENL teacher or the classroom teacher provides 90 minutes of services using the integrated ENL model or small group lessons. Depending on how the student exited the ELL program, the teachers choose how to focus instructional efforts. For students who exited ELL status by achieving a commanding score on the NYSESLAT, the ENL teacher or classroom teacher will provide integrated services in the content area in which the student needs the most support. For students who exited ELL status by achieving a 3 on the ELA test and an expanding score on the NYSESLAT, the teachers will provide support in the language modality that was the weakest for the student on the NYSESLAT, as well as support in math. These former ELLs are also provided with ELL testing modifications as deemed necessary, including extended time and separate location on all standardized state tests, as well as the opportunity to use a bilingual dictionary if needed. The ENL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students' progress and testing needs. Former ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math, outside of being former ELLs. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs and former ELLs to determine if they should be receiving additional services in these areas as well as ENL. If they are deemed eligible by the interventionists, then they will have at-risk services to serve their needs in either, or in some cases both areas. The ELL teacher always works with the current teacher of her former ELL to discuss possible at-risk services. During remote learning, former ELLs receive their mandated 90 minutes through live instruction on Zoom and Google Classroom (ppt, videos, documents) assignments. The classroom teacher has three or four small group live sessions with former ELLs using Zoom or Google Meets every week. During live sessions, the classroom teacher offers targeted lessons from the classroom curriculum in guided groups.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	We provide HLA instructional minutes through the use of bilingual books in the class libraries, bilingual glossaries and dictionaries, and by allowing students who speak the same home language to translate for one another. Additionally, many classrooms invite ELLs to label parts of the room in their home language or create their own bilingual dictionary to support content vocabulary being taught. Some classes invite parents in for special presentations that share part of the culture.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELs.</p>	<p>Staff development is important for teachers of ELLs at our school. The ELL teacher and any other teacher who would like to participate take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the district and other related workshops. Additionally, the ELL teacher attends professional development days facilitated through the DELLSS office. Through these professional development days, the ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. The ELL teacher is then able to turnkey the information to both teachers of ELLs, as well as the administration to ensure we take the necessary steps to follow compliance regulations. She provides professional development to staff on how to scaffold instruction for ELLs, how to meet mandates, and how to access resources that improve instruction and communication with parents. Additionally, the guidance counselor attends professional development on students in transition. There is professional development for all personnel who work with ELLs. Teachers are given important information, including testing accommodations and ways to provide scaffolding and differentiated instruction to ELLs. Topics for the professional development include: ELLs’ similarities and differences with students with disabilities, cultural sensitivity when working both with ELLs and their families, Language Access Coordinator training for translation and interpretation resources. We are also planning on having facilitators from Teaching for Change come to provide professional development for teachers on implicit biases. Other examples of topics that may be included are how to work with newcomers in the classroom, supporting different content areas with newcomers, and ELLs with special needs. For some of these professional developments, articles selected by the ELL teacher and the administration are handed out that highlight an awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings are discussed and analyzed. Included in the staff meetings are APs, classroom teachers, the literacy coach, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, the Parent Coordinator, guidance counselors, the special ed and ICT teachers, the psychologists and also all coordinators. Grade meetings across the year are devoted to helping teachers support ELL's in their classrooms. Specific strategies teachers can use in their daily instruction are shared. The classroom teachers attend TC calendar days on the topic of ELLs. We also may begin using demo lessons as part of teachers’ professional development. The ENL teacher will model best practices for ELL students in the classroom in order to help teachers scaffold instruction to meet the needs of their ELL students. These demo lessons will take place during the school day.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>There is a minimum of 15% of total professional development hours for ELL training for all staff and 50% of total hours for the ENL teacher. During the professional development days when students are not in attendance and during Monday afternoons that are designated for professional development, there is a certain amount of time allotted on site for ENL information and training. This can last between one to two hours, depending on the session. Over the course of a teacher’s 100 hours of professional development, we will have met or exceeded the 15% assigned to ELL training. Some of the training may come from the ELL teacher from network meetings, and some of may come from other ELL specialists or the LAC. The ENL teacher will also use portions of the weekly time devoted to professional development to help show best practices for ELL students and how to integrate these practices into the classroom. She will also use the time to inform the faculty and staff of updated regulations that affect the ELLs in their classroom. When the ENL teacher provides the professional development on site, she does not receive hours towards her 50%. Most of the ENL teacher’s professional development devoted to ELL-specific topics are done off site; these predominantly take place with the Manhattan ELL Field Support Staff and the DELLSS office.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The parent involvement level at P.S. 6 is extremely high all around, and we are constantly working to involve the ELL parents even more. Our biggest success as of late has been creating an annual event called World Night. The parent coordinator invites families (both parents and children) that represent different nationalities from around the world to host a booth to showcase their culture - whether it be the food, dance, art or sport. All of PS 6 is invited to attend, and it is a huge success. We are looking to add another event for ELL families; we believe this would be a welcome breakfast after the ELL Orientation meeting. All parents of current and newly enrolled ELLs will be invited to this breakfast as an opportunity to meet one another and build an ELL family community. We feel this would be a welcomed addition to our parent engagement, as in previous ELL Orientation meetings many parents had conversations with each other and exchanged phone numbers. Additionally, all ELL parents are invited to and participate in classroom publishing parties, Parents as Learning Partners (PALP), and PTA meetings. PS 6 also uses part of parent engagement time to invite ELL parents in to see what is happening in the classroom. During this time, the ELL student is able to showcase the work and learning that is going on in the classroom. Several parents of ELLs are highly active. There are a few who are PTA members and a few who volunteer their time occasionally to help at school. In order to ensure that ELL parents know of all of these opportunities, PS 6 ensures that parents receive notification of the above mentioned activities via backpacked letters home and the school website. These letters are translated into the preferred home language and interpretation is used when meeting face to face. Additionally, at PS 6 all teachers are making "Welcome" videos and letters. Newly enrolled students will be able to watch videos and PowerPoints of classroom teachers and the ELL teacher so they can put a face to their teachers and begin to feel the sense of community we hope all our students feel throughout the year.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In addition to the parent orientation meetings and the DOE scheduled parent-teacher conferences throughout the year, PS 6 also provides individual meetings with the parents of ELLs under the CR Part 154 regulations. The ELL teacher is responsible for scheduling and conducting these meetings. These meetings are typically held during the mandated parent engagement time, which occurs on Tuesdays at PS 6. During these meetings, the ELL teacher and parents meet to discuss the language assessment results and goals for the individual student, or students in the case of siblings. The ELL teacher shares the results of the latest NYSESLAT or NYSITELL exam and what the English language proficiency goals are for the student. These goals take into account the four English literacy skills: speaking, listening, reading and writing. In addition, the ELL teacher communicates a classroom goal for the child that is based on content being taught in the classroom in tandem with the ENL program. In addition to explaining the goals for the student, the ELL teacher also uses this time to elaborate more on the ENL curriculum and how she will help the student reach or exceed those goals. The ELL teacher is responsible for recording the date of these meetings and taking notes of what was discussed. These records can be found in the ELL compliance binder in the ELL office. Additionally, all other meetings are recorded, including face-to-face interactions and phone calls. Copies of letters sent home by the ELL teacher can also be located in the ELL compliance binder and in student cumulative folders. These include mandated letters as well as informational letters written by the ELL teacher. These records demonstrate that PS 6 meets the needs of parents to feel accommodated and involved in their child's learning. In order to address the interpretation and translation needs of the parents, appointments are made for translators if they are needed. The parent coordinator and ENL teacher have a running file on all present and previous PS 6 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation and oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>We are very proud of the ELL program at PS 6. In addition to the academic work being done with the ENL and classroom teachers, ELLs also carry various roles within our community. As an example, PS 6 chooses some ELL students to represent our school as tour guides for prospective parents. It is wonderful to see students who have grown so much in their English proficiency and now feel comfortable speaking to a group of adults. Additionally, ELLs serve as reading buddies between grades. This is a wonderful partnership that different classrooms create amongst themselves. The ENL program also has a showcase for holidays from the countries ELLs represent. The ENL teacher invites parents and ELLs to send in information and pictures of a special holiday from their home country. The ELLs then create a beautiful and interactive project that is displayed in the hallway for the rest of the PS 6 community to see. PS 6 has also diligently worked to streamline the registration process to ensure that we correctly identify students who need to be screened with the NYSITELL. The parent coordinator, pupil account secretary, administrators, ELL teacher and SETSS teachers work together to complete the HLIS form with parents and conduct the interview with the student. Streamlining this process has helped the PS 6 community at large better understand the identification and language needs of both ELL students and parents. Finally, our ENL teacher has worked to create a community of ENL teachers within the district. She organizes times outside of school where several ENL teachers meet together to discuss compliance issues and best practices. Cultivating this community of ENL teachers has helped our own ELL program, as the ELL teacher is then able to bring the information back and turnkey it to the administration and classroom teachers.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Due to the comprehensive nature of our ENL program, we need to be proactive in contacting and informing ELL students and families who will be attending PS 6. Our office and ELL teacher identify new ELL students during the registration process in order to afford both the student and family additional information and support through the resources available to the parent coordinator. Official documents and information about the school is available in a variety of translated languages. In addition, as many of our ELL students come from the various hospitals (families of medical staff), consulates and embassies, we have working relationships with their staff to exchange information and provide additional resources for those new incoming families. The parent coordinator, guidance counselor and ENL teacher want to ensure our new ELLs feel safe, secure and welcomed. We invite all newly enrolled ELLs to a meet and greet the day before school starts. During this time, newly enrolled ELLs see their new classroom and meet their teachers. We also have a map in the ENL classroom that showcases where all of the ELLs are from and will be creating a new map in our school entryway as a welcome to our newly enrolled ELLs. The ENL teacher and parent coordinator are working to establish family ambassadors as well. These volunteers will be a resource for the both ELL students and families to better understand the school and neighborhood. What we would like is for our newly enrolled ELLs to feel a sense of community here at PS 6. Helping to foster this community could lead to helping new ELLs find friends. It can help push the children to speak English together if they do not have the same native language, or it can provide a comfort level to one another if they share the same home language.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>PS 6 has streamlined the registration process for correct identification of ELLs year-round. When a new student registers, the attendance secretary and/or the parent coordinator will call in an available member of the identification team to complete the HLIS interview with the student and family. The identification team consists of the ELL teacher, administrators, and SETSS teachers. The identification team member conducts the interview with the family to determine the home language and interviews the child to determine NYSITELL eligibility and possible SIFE status. Copies of signed HLIS forms are kept in the ELL office and are cross-referenced for correct ATS data entry.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

[Download a blank LAP assurances page.](#)

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Katie	Russo	ELL Teacher	2022	Yes	Yes

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	2	0.19	2	0.09
Chinese	3	0	3	0.28
Czech	1	0.09	1	0.09
Farsi	3	0.28	3	0.28
Hebrew	2	0.19	2	0.19
Italian	1	0.09	1	0.09
Japanese	3	0.28	3	0.28
Korean	2	0.19	2	0.19
Mongolian	3	0.28	3	0.28
Mandarin	0	0	1	0.09
English	1056	97.69	1056	97.69
Portuguese	1	0.09	1	0.09
Senufo	1	0.09	1	0.09
Spanish	2	0.19	2	0.19
Turkish	1	0.09	1	0.09

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
Hindi	1	1
Urdu	1	1
Polish	1	1
Hebrew	1	2
Farsi	1	1
French	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>The language preferences and needs of the parents at PS 6 are identified during interactions with parents using a variety of methods. During registration, the ELL teacher, parent coordinator and pupil accounting secretary go through the HLIS with all new registrants and their parents/guardians. At this time, we ask families what their preferred language of oral and written communication is and put this information in Part III of the HLIS form. If needed, a translated version of the HLIS form or an interpreter are made available to help complete the form at the time of registration. Additionally, ATS reports including RCPL and RAPL are consulted for parents' preferred language of communication at the beginning of each year. We also use student emergency contact cards to have updated preferred languages on a yearly basis. All staff have access to the emergency cards so that every person knows which families need translated documents or an interpreter for face to face or phone conversations. Because we have low numbers of parents who require translation and interpretation, the ELL teacher and parent coordinator talk to specific teachers who have these families to ensure they are aware of the interpretation needs of the families in their classrooms and how to access the translation/interpretation resources that are available to them.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Report Cards	Twice a year	The ELL teacher and the parent coordinator work with teachers to ensure report cards are translated before they are sent home. Teachers of these specific students are reminded to complete report cards several weeks before they are distributed to families. For student-specific report cards, we send the report cards to the DOE vendor for translation into the parents' preferred language with enough time (roughly two weeks) before they are due to be sent home.
IEPs	Ongoing	If available, we use pre-translated IEP templates before sending the IEP document to the DOE vendor for translation. We then complete the IEPs with sufficient time before the compliance date so there is time for translation by the DOE vendor.
Messages from Chancellor's office	Ongoing	These messages are made readily available in covered languages by the DOE. We use these translated messages for parents whose preferred language is one of the DOE covered languages. If a parent's preferred language is not covered by the DOE, we use the DOE vendor for translation before sending home.
ELL Family Letters	September, ongoing	These messages are made readily available in covered languages by the DOE. We use these translated messages for parents whose preferred language is one of the DOE covered languages and use the DOE vendor for translating documents for low incidence languages.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-Teacher Conferences	Ongoing	We use several means of securing interpretation for our families. With enough notice, we schedule for an in-person interpreter with the DOE approved vendor. We use in-staff interpretation if available. We also use the DOE phone-in interpretation line and are able to put the interpreter on speaker phone if necessary.
IEP Conferences	Ongoing	We schedule an in person interpreter with the DOE approved vendor several weeks in advance since we know the compliance date and time well in advance for IEP meetings. For languages represented by our staff, we also use in-staff interpretation if available.
Curriculum Night	September	We schedule an in person interpreter to assist with families who need translation services during curriculum night using an approved DOE vendor.

<p>3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>As we have few families that are limited-English-proficient, we are able to have a plan in place to reach these families in the event of a school emergency. If there is a school emergency, school personnel are able to use the DOE approved vendor for phone-in interpretation to call families in their preferred language of communication. All school personnel are given the number for this vendor and, therefore, are able to quickly dial the number and request a three-way call to contact families. This plan provides us with immediate access to reaching the family in their preferred language of communication.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>As we have few families that are limited-English-proficient, we are able to have a plan in place to reach these families in the event of a student-specific event. If there is a student emergency, school personnel are able to use the DOE approved vendor for phone-in interpretation to call families in their preferred language of communication. All school personnel are given the number for this vendor and, therefore, are able to quickly dial the number and request a three-way call to contact families. This plan provides us with immediate access to reaching the family in their preferred language of communication.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a family has an emergency and needs to reach the school, they typically have a friend who can translate call on their behalf. We are seeking ways to make this more accessible for parents. Upon hearing from the family, we will offer to use the approved DOE vendor to do a three-way call.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>All staff members are made aware of the goal of Chancellor's Regulation A-663 and of the resources that are available to meet compliance. The LAC attends a training and turnkeys the information to the staff. Throughout the year, the LAC disseminates this information both in the weekly emails all staff receive and in Monday PD time. All staff receive information on how to call the phone-in interpreter to use for either face-to-face meetings or phone calls. Additionally, all staff are made aware of the need to have documents made early in order to accommodate the time needed for a vendor to translate the document. The principal will consider bringing in the Manhattan Field Language Access Coordinator for further training.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>Parents are made aware of their rights regarding translation and interpretation services and how they may obtain these services. We use the information provided in the LAC kit to assist in this effort. We hang up the language poster in our welcome hallway and have brochures in several languages both in the main office and ELL office. These signs are there to help parents know of the services we offer. Parents may also be made aware of these rights during meetings with school staff, i.e. school and ELL orientation, conferences, IEP meetings, etc. Our school's safety plan will contain procedure for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>PS 6 will gather feedback on the quality and availability of services in a variety of ways. One way will be conducted informally when using translation services for face-to-face meetings. The PS 234 staff member will ask if the parent feels like the translation service we provide is helping facilitate the conversation with ease and clarity. If the parent feels like that form of translation works for face-to-face interactions, we will make note of it and continue to use that service. If it does not work for the parent, we will use alternative translation methods. Another way we will gather feedback is through a survey to parents who use the translation and interpretation services to ensure we provide the services that meet the language needs of our families. The surveys will be provided in their parent's preferred language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>At this time, the feedback that we have received indicates the processes we have in place are working. We will continue to use these translation and interpretation platforms and will continue to monitor their effectiveness.</p>

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.
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