

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	04M007
School Name	P.S. 007 Samuel Stern
Principal	Michelle Martinez

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	PS/MS 007 M.Samuel Stern
District Borough Number (DBN):	04M007
Grades Served:	3K-8
School Address:	160 East 120 Street NYC NY
Phone Number:	212-860-5827
Fax:	
School Contact Person:	Michelle Martinez
School Contact Person Email Address:	mmartin20@schools.nyc.gov

Principal:	Michelle Martinez
United Federation of Teachers (UFT) Chapter Leader:	Jessica Rivera
Parents' Association President:	Johanna Dominguez
SLT Chairperson:	Jessica Rivera
Title I Parent Advisory Council Chairperson (PAC):	Lawanda Joyner
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Union Settlement
School-Based Students in Temporary Housing (STH) Liaison:	Emma Iwuoha Chinyere

District Information

Geographic District:	District 4
Superintendent:	Kristy Dela Cruz
Superintendent's Office Address:	333 7 th Avenue, 8th Floor
Superintendent's Email Address:	Kdelacr@schools.nyc.gov
Phone Number:	212-860-5827
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	
Michelle Martinez	Principal or Designee*		
Jessica Rivera	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Johanna Dominguez	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Lawanda Joyner	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
Liza Engelberg	CBO Representative, if applicable		
Hanna Van Der Swaagh	Teacher		
Emily Walsh	Teacher		
Lawanda Joyner	Parent		
Stephanie Carmona	PA Treasurer		
Fantasia Bueford	PA Secretary		
	Member/		
	Member/		
	Member/		

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
Mary Williams	Instructional Coach/ Elementary	
Naomi Rothstein	Special Education Coach/ Sped.	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	Our vision is to create, develop and nurture an academic and emotionally supportive campus environment that prepares all students from 3-K to eighth grade for the highest level of achievement in high school, college, and careers aligned to their own personal and professional goals. PS/MS 007 strives to create a collaborative culture amongst all stakeholders to ensure a rigorous academic and extra-curricular experience that engages all learners through inquiry, design and arts based work. We strive to engage the whole child by creating an arts program that can foster curiosities necessary for scholars to develop a sense of their place in the world by engaging in work that challenges them with real-life situations and the opportunity for reflections.
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	We are a 3K - 8th grade community school in East Harlem. PS/MS 7 serves a needy population. About one-third of the pupils live in temporary housing, and many live in public housing nearby. Every child at PS/MS 7 studies a musical instrument and swims at Asphalt Green. As a community school, we partner with Union Settlement and I Have A Dream Foundation to offer our school community various after-school programs and resources to our parents. We are partnered with Edible Schoolyard, where our students plant, harvest and prepare their own dishes while learning how to make healthy food choices. All children have access to our rooftop greenhouse classroom for year-long gardening and cooking classes. Our fourth and fifth graders receive high-quality, signature programming from National Dance Institute. NDI teaching artists and musicians work collaboratively with our teachers to deliver invigorating and joyful programs to respond to the critical need for transformative and relevant arts education for all children. To support the social and emotional learning of our students, we are partnered with the ABC Crisis Team. ABC employs a "whole family" approach, recognizing that a nurturing family and secure parent-child attachment are critical components of early childhood development and positive life trajectories for children, families, and communities. We strive to offer our students access to accelerated courses, and our eighth graders are offered a high school Living Environment Regents Class and Algebra.
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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-8	Teacher Created Curriculum HMH	
Math	K-8	Envision Math	

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

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

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.

- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve the effectiveness of core instruction in ELA, including planning for diverse groups of students.	2018- 2019 36% level 3 & 4 proficiency (Middle School)	Large literacy gaps, students reading years behind grade level, low reading fluency,

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	36%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 36% to 46, as measured by NYS ELA 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)
		September 2022			
I-Ready (Baseline: 2022-2023 school year)	Proficiency	24%	40%	43%	45%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2021	11/13/2021	ELA teachers will receive professional development for HMH since it is a new reading and writing program being implemented this year by the whole school.
09/08/2021	12/24/2021	Staff will engage in 5 cycles of professional development on data informed instruction, explicit instruction, small group instruction, providing quality feedback, and how we analyze our work within the CHRE framework.
09/08/2021	12/24/2021	Staff will engage in 3 cycles of professional development on how to analyze data to formulate reading small groups, and adjust instruction to meet the needs of all students.
11/01/2021	01/31/2022	Staff will engage in professional development break-out sessions based on teachers' needs and grade level including support in guided reading (K-2), books clubs to support reading skills (3-8), math talk, etc.
10/01/2021	01/30/2022	The instructional coach will lead a model classroom visitation and individualized teacher support. The instructional coach will visit classrooms to create an action plan for teachers in six week cycles to support the various instructional needs of teachers and create groups based on those needs.
10/15/2021	12/24/2021	Staff will incorporate intervisitations to identify the best practices to share across grade levels, in particular with the HMH reading and writing program.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2022	05/19/2022	Partner with Manhattan Regional Partnership (MRPC) Targeted Skills Group on Explicit Instruction for bi-monthly professional development for our special education teachers.
03/01/2021	06/30/2022	Instructional Leadership team provides professional development for staff to review data to differentiate instructional strategies, and organize breakout groups for virtual classrooms.
03/03/2021	06/24/2022	Instructional coach is assigned to support individual teachers based on observations and teacher's survey. To support with lesson planning, explicit instruction and how to actively engage students in the lessons.
03/09/2021	06/24/2022	Instructional Leadership team leads professional development for staff to review data to differentiate instruction and roll out new instructional initiatives/introduce professional learning around Gradual Release of Responsibility, Culturally and Historically Responsive Education, and Explicit Instruction.
04/12/2021	06/24/2022	ILT and school administrator implement Grade-level professional learning book club on "Cultivating Genius" by Gholdy Muhammad to support CHRE and build understanding around CHRE for staff to begin to adapt the ELA units of study.
03/02/2021	06/18/2022	Implemented an after-school program for both in-person and remote students to support learning loss as well as social emotional well-being of students.
04/01/2021	06/25/2022	RTI intervention by the SETSS teacher to support literacy instruction in grades 3K - 8.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2021	12/12/0022	Meet monthly with SLT and PTA to include stakeholders in the implementation of the CEP, Parent coordinator conduct monthly parent workshops	Union Settlement
02/01/2022	06/24/2022	Meet monthly with SLT and PTA to include stakeholders in the implementation of the CEP, Parent coordinator conduct monthly parent workshops	Union Settlement

Human Resources	NYS Certified Teachers
Instructional Resources	HMH, Teacher created Curriculum, Novels, and textbooks
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve the effectiveness of core instruction in Mathematics and closing the educational achievement gap in mathematics, including planning for diverse groups of students using	2018-2019 31% Level 3 & 4	Overwhelming large populations of students are behind in grade level in mathematics, lack basic arithmetic ability, and have below grade level literacy gaps in English or their Native Language because they arrive to the school or enter each school year with these learning gaps.

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	31%	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 31% to 41%, 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)
		September 2022			
I-Ready (Baseline 2022-2023 school year)	Proficiency	9%	30%	35%	40%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2021	11/13/2021	Middle School Math teachers will receive professional development for the Envisions Math Program since it is their first year implementing this program.
09/08/2021	12/24/2021	Staff will engage in 5 cycles of professional development on data informed instruction, explicit instruction, small group instruction, providing quality feedback, and how we analyze our work within the CHRE framework.
09/08/2021	12/24/2021	Math teachers will engage in 3 cycles of professional development break-out sessions based on teachers' needs and grade level including support in math talk for math teachers.
10/01/2021	01/30/2022	The instructional coach will lead a model classroom visitation and individualized teacher support. The instructional coach will visit classrooms to create an action plan for teachers in six week cycles to support the various instructional needs of teachers and create groups based on those needs.
10/01/2021	12/31/2021	Math teachers will engage in professional development with a focus on middle school math instruction including number talks, implementing CHRE within a math curriculum and a focus on real-world math problem solving.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/03/2022	05/31/2022	We joined Manhattan Regional Partnership (MRPC) Targeted Skills Group on Explicit Instruction for bi-monthly professional development for our special education teachers.
03/01/2022	06/25/2022	Instructional Leadership team members facilitate professional development for staff on the Gradual Release of Responsibility Model, Explicit Instruction and CHRE.
02/25/2022	06/24/2022	Targeted support with the instructional coach for individual teachers based on observations and data in order to support teachers in student engagement, lesson planning, explicit instruction and the gradual release of responsibility.
03/09/2022	06/24/2022	ILT will meet to plan roll-out to staff of new initiatives/introduce professional learning around Gradual Release of Responsibility, Culturally and Historically Responsive Education, and Explicit Instruction.
03/04/2022	06/24/2022	Grade-level professional learning book club on "Cultivating Genius" by Gholdy Muhammad to support CHRE and build understanding around CHRE for staff so that math teachers will be introduced to the concepts to begin rolling out in 2022.
06/02/2022	06/18/2022	Implemented an after-school program for both in-person and remote students to support learning loss as well as social emotional well-being of students.

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)
09/16/2021	06/30/2022	-New Student Orientation -Parent Workshops led by Counselors, Grade Teams, Admin, Parent Coordinator - Student Award Ceremonies and other schoolwide virtual and in-person celebrations - Student-led and PTA Forums -SLT/Student Council shared vision development	Union Settlement

Human Resources	Teacher, SLT and SEL team members
Instructional Resources	Restorative Practice, Harmony and Morning Side SEL Curriculum.
Schedule Adjustments	Time will be allocated for teachers to collaborate by grade, department, and as a collective to improve inclusive and culturally responsive practices and continue their learning of SEL to better supports students in this area. Time will be allocated to meet on weekly and monthly basis with the student council and school leadership team and other committees to ensure all voices are heard and are part of the decision-making process in the school.
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve SEL supports in the school by continuing to engage teachers in SEL professional learning opportunities and implementing a reflection room that will focus on personal reflection, meditation, restorative community practices that support positive relationships, and integrating weekly advisory and culturally responsive practices in the classrooms.	NYC Schools Student Survey	There was insufficient SEL support services, such as: lack of PBIS interventions to support students in their SEL growth.

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	64	By June, 2023, practices related to Social-Emotional Support will improve 11%, from 64 to 75, 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)
		2021-2022			
Nyc School Survey Response	Social Emotional	64%	70%	73%	75%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	12/30/2022	As part of improvement in curriculum implementation, teachers will collaborate in team meetings to share best practices and to create pacing calendars based on student needs with the support of administration and AIS Coordinator. The data team along with the instructional coach will organize classroom inter-visitations based on classroom observations. The school will begin the process of running Student Councils for both Elementary and Middle School, aimed at increasing student voice and inclusion in school-wide goals and decision-making.
01/02/2023	03/15/2023	Teachers will meet on a weekly basis to revise and adjust lesson and unit plans. In addition, they will also be analyzing student work samples using a protocol in order to identify data that shows patterns and trends that will drive instruction. In addition, classroom inter-visitations will expand to build capacity. Teachers will continue to plan and implement the use of materials that are offering diverse representations of culture, race, gender, etc. The school community will be surveyed to plan and implement celebrations in and around the school wide initiatives. Students are given opportunities to take on leadership and decision-making roles that shape school climate (Spirit Week, Multicultural Celebration, student-led forums and discussions, etc.)
03/16/2023	06/27/2023	Continuation of classroom inter-visitations and individualized teacher support by the instructional coach. The instructional coach will visit classrooms to create an action plan for teachers in six week cycles to support the various instructional needs of teachers and create groups based on those needs.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/15/2022	04/15/2021	Struggling students will be identified from previous semester and paired with teachers through after school interventions, advisory, and in-class support protocols and strategies
01/15/2022	06/15/2022	Teachers through CRSE curriculum, SEL/advisory, and other partnerships. SEL team and student council reflect on impact of yearlong practices and conduct end of year student survey to begin planning goals and supports for following year.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/15/2021	06/15/2022	-New Student Orientation -Parent Workshops led by Counselors, Grade Teams, Admin, Parent Coordinator - Student Award Ceremonies and other schoolwide celebrations -Student-led and PTA Forums -SLT/Student Council shared vision development	Union Settlement

Human Resources	TBD
Instructional Resources	TBD
Schedule Adjustments	None
Other Resources Needed	TBD

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase daily student attendance rate.	Utilizing 2022-2023 attendance data on New Visions Portal, due to COVID19; the year to date attendance is 85% for both elementary school and middle school.	Several individual social, emotional, health, and/or economic factors prevents students from attending school every day. Causes vary case by case.
High chronic absenteeism	Utilizing 2022-2023 attendance data on New Visions Portal, due to COVID19; the year to date for at risk high chronic absenteeism rate for middle school is 22%; the at risk high chronic absenteeism rate for elementary school is 13%.	Several individual social, emotional, and economic factors contribute to students not attending school every day, students need to be provided with personalized support for students who have an attendance rate less than 90%, which in turn make students less likely to attend school.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	22	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%, from 22 to 12, as measured by Chronic Absenteeism Rate from New Vision Portal .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2021			
Insight Chronic Absenteeism Report	Decrease Chronic Absenteeism Rate	31.4	43%	45%	48%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2021	06/27/2022	Perfect attendance board to announce and celebrate students perfect attendance and motivate other students to improve their attendance.
09/08/2021	06/27/2022	Parent coordinator communicates with parents of chronically absent students to do check ins and discuss strategies on preventing absences.
10/01/2021	06/27/2022	Every class in grades K-8 utilizes the key ideas of SEL and Restorative Circles for a lesson once a week to support engagement and increase student attendance.
10/01/2021	06/27/2022	School-wide PBIS Rewards Implementation for both in-person and full-time remote students, including a school store.
10/01/2021	06/27/2022	Teachers utilize Daily Check-Ins with their classes as a way to increase engagement and understanding of their students. This also supports chronic absenteeism as students can share with their teachers about their attendance.
10/01/2021	06/27/2022	Attendance team meets on a weekly basis with principal to review attendance data through Insight and ATS. Staff member assigned to a grade level band to contact families and to support students to improve their attendance.
10/01/2021	06/27/2022	Formation of the Culture Club in order to build PBIS in the school with activities and engagement to increase attendance and promote family and student involvement.
11/01/2021	11/30/2021	First PBIS assembly: November 2021 Awards Ceremony both in-person and virtually.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2021	06/25/2022	Formation of the Culture Club in order to build PBIS in the school with activities and engagement to increase attendance and promote family and student involvement.
03/01/2021	06/25/2022	First PBIS assembly: March 2021 Awards Ceremony held virtually for both in-person and remote students by grade level band to celebrate 95% and above attendance and participation. This will continue on a monthly basis.
02/01/2021	06/25/2022	Intervention and attendance team will continue to meet weekly to review data, come up with initiatives and intervention strategies to increase student attendance.
02/02/2021	06/25/2022	Guidance counselors will work on scheduling one-to-one conversations with students that are at-risk or chronically absent.
02/01/2021	06/25/2022	Implement SEL supports for teachers in grade-level teams. Each week, grade level teams meet and review SEL Restorative Circle plans to implement the following week for in-person and remote classes. Every class in grades K-8 utilizes the key ideas of SEL and Restorative Circles for a lesson once a week to support engagement and increase student attendance.
02/01/2021	06/25/2022	Provide teachers with support on ways to complete Daily Check-Ins with their classes as a way to increase engagement and understanding of their students. This also supports chronic absenteeism as students can share with their teachers both in-person and remotely about their attendance.
02/01/2021	06/25/2022	Attendance team that meets on a weekly basis to review attendance data through Insight and ATS. Grade-level designees for attendance have been assigned and know their roles to support students, families and staff.
01/11/2021	06/28/2022	Teachers do daily SEL morning check ins

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)
08/16/2021	09/30/2021	Parent Orientation/Workshop sessions in August and September, to address the importance of attendance an it's direct correlation to student success	Union Settlement
10/04/2021	06/28/2022	Establish an intervention and attendance team to meet weekly to review data, and focus on improving school social emotional growth, academics and attendance. They will coordinating monthly awards /attendance assembly to engage parents and scholars in celebrating student's success.	Union Settlement & All related school based organizations.

Human Resources	All related school based organizations, staff, parents
Instructional Resources	Goldy Muhammad five pursuits, Stanford Harmony, Insight to collect attendance data
Schedule Adjustments	Schedule once a week advisory for Social & Emotional support
Other Resources Needed	Multi-Tier Support Services Coordinator- Coordinate academic, behavioral and social emotional support needed to address the underlining factors that contribute to chronic absenteeism and create a plan of action with the intervention team to address the scholars needs.

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)
Teachers need more training in collaborative teaching and differentiation.	Based on the i-Ready diagnostic and periodic assessments, special education students are performing significantly below in comparison to their general education peers, with scores ranging far below grade level (average of 4 or more grade levels below).	There isn't a structured intervention (Response to Intervention Level 2, 3) to respond to the specific needs of students with disabilities. set of interventions.
Teachers need training in explicitly teaching reading strategies in order to improve reading comprehension for students with IEPS	Based on the i-Ready diagnostic, periodic assessments, and running records, special education students are performing below in comparison to their general education peers, with scores ranging far below grade level (average of 4 or more grade levels below)	There isn't a structured intervention (Response to Intervention Level 2, 3) to respond to the specific needs of students with disabilities. set of interventions and there was difficulties with students connecting to learning during remote learning

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	71%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Compliance of IEP Services by Increase 20%, from 71% to 91%, as measured by Program Service Linkage Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2021			
PSLR	Percentage of students fully service	71%	81%	83%	85%

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?)
10/01/2021	01/28/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review PSRL Reports with Special Education coach and programmer to ensure appropriate services are being provided.
09/08/2021	01/29/2022	Develop appropriately rigorous standards-aligned annual goals	Professional periods used to collaborate with general education teacher and ICT to ensure standard aligned annual goals.
09/08/2021	01/29/2022	Ensure that	Individual Education Program reviewed by special education coach and SIT TEAM
10/01/2021	01/29/2022	Ensure that programs and services mandated on each student's IEP are delivered	Review PSRL Reports with Special Education coach and programmer to ensure appropriate services are being provided.
09/08/2021	01/29/2022	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Special Education coach provides support to teachers for the completion of transition plan
10/01/2021	01/29/2022	Conduct IEP meetings within specified compliance dates	Special education coach communicates with the case manager of each student weekly regarding compliance dates for annual reports. The school psychologist communicates with the case manager of each student regarding compliance dates for reevaluation and initial reports.
12/01/2021	01/29/2022	Monitor referrals to Special Education to ensure appropriate referrals only	Psychologist and principal meet to review special education referral to ensure all 3 intervention tiers have taken place.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/04/2021	06/15/2022	New Student Orientation -Parent Workshops led by Counselors, Grade Teams, Admin, Parent Coordinator - Student-led and PTA Forums -SLT/Student Council shared vision development	Union Settlement and -School-based liaisons work closely with PA/PTA members, School Leadership Teams (SLTs), Title I Parent Advisory Councils (PACs), parent coordinators, and other school-based staff.

Human Resources	TBD
Instructional Resources	TBD
Schedule Adjustments	None
Other Resources Needed	TBD

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	Teacher referral and based on progress report	Academic Enrichment	Small Group and Targeted Tutoring	Afterschool Monday-Friday	NO
Tier 3	Teacher referral for students at risk (referral for summer school 2021)	Academic Intervention - Spire	One-one	During school with IEP teacher	NO
Tier 2 and 3	Teacher referral for summer school from 2021	Academic Intervention	Small group intervention pull-out	Embedded into daily schedule for math and ELA	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 3	Mandated Counseling	SEL and Counseling	Small group or on-to-one	During the school day and scheduled weekly	NO
Tier 2	SEL	SEL Restorative Circles	Small group advisory	Advisory periods	NO
Tier 2	Dean referral for services	At-risk SEL and counseling	Small group and through ABC Intervention	During the school day	NO

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>82</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	
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Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students
<p>PS/MS 7 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS/MS 7, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	District 4
Borough:	Manhattan
School Number:	04M007

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	Michelle Martinez
Assistant Principal	Sandy George
Coach	Mary Williams
Coach	
English as a New Language (ENL)/Bilingual Teacher	Stamatina Fostinis
School Counselor	Emely Burgos
Teacher/Subject Area	Monica Ramos
Teacher/Subject Area / ENL	Stamatina Fostinis
Parent	Johanna Dominguez
Parent Coordinator	Ureal Gayle
Related-Service Provider	Roberta Hairston

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	00

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	285
Total number of current ELLs at your school:	29
Total percentage (%) of current ELLs at your school:	10.2%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.4%

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												0	0	0	0
TBE	n/a	n/a	0	0	0	0	0	0									0
TBE	n/a	n/a															0
DL	n/a	n/a															0
DL	n/a	n/a															0
DL	n/a	n/a															0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Samuel Stern 007 stand-alone English as a New Language is delivered to all entering and emerging level students as per New York State CR part 154. Across grades K-8 students are grouped in stand-alone ENL instruction based on their proficiency level in English and grade band. Students in K-8th grade are grouped homogeneously by proficiency level, and NYSESLAT grade band.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Samuel Stern 007 Integrated English as a New Language is delivered to all Multilingual Learners (MLLs) as per New York State CR part 154. Across grades K-8 MLL students are provided Integrated ENL instruction based on their proficiency level in English and grade level. Students in K-8th grade receive integrated ENL supports in their classroom based on their English Language Proficiency and specific student needs.</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>Samuel Stern School ensures the mandated number of instructional minutes as per New York State CR part 154 are provided to our Multilingual Learners through a carefully created master program. The first step is to identify the needs of the students through several reports, such as, The Master Class list, NYSESLAT results, Student English Language Proficiencies, RLAT report from ATS, and the EDUR report. Once the students' needs by grade level are identified, a master program is created focused on meeting the needs of the students and providing them with the classes they need and the required certified teacher to fulfill the requirements of CR-154.</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>English</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A 007 does not have a Dual Language Program.</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 007 does not have a Dual Language Program.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A 007 does not have a Transitional Bilingual Education Program.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>N/A 007 does not have a Transitional Bilingual Education Program.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>SIFE : These students will receive the mandated ENL instructional minutes based on their proficiency level. SIFE will participate in small group instruction, as well as receive intervention services (AIS/ AT-Risk SETTS) using both Stand-Alone and Integrated ENL models. We also work closely with the school social worker to ensure a positive transition into our educational program, social life, and cultural environment. A focus for our SIFE students is the development of literacy skills and best study practices. Since SIFE have informal, limited, or interrupted education, we want to ensure that they receive support in both phonics and targeted tier 1 and 2 vocabulary. Support from additional staff includes special education teachers, para professionals, and At-Risk SETTS teachers to ensure that our students receive at-risk services and/or supports in the classroom throughout their educational day. By including all specialists and support staff we are providing our students with a variety of personalized scaffolds and supports. Differentiation during the school day will include the following classroom instructional practices: content-based language instruction (teacher uses Language Experience photo stories); intense at-risk literacy development instruction (shared reading and writing); small differentiated reading groups ; leveled reading texts; technology support for visuals, videos, and translations and interpretations; home language support (books in HL and bilingual glossaries); personalized folders (with strategies, graphic organizers, directions, and mentor texts), peer mentors; vocabulary study; and classroom visuals. For the ENL teacher and classroom teachers, the SIFE curriculum is used as a tool to help create Personal Intervention Plans. Online support for reading online is also used throughout the school year. These programs are A-Z reading and United For Literacy. Foundations and Just words by the Wilson Reading Foundation supports student literacy development. While ENL instruction for our newcomers focuses on developing language skills, it also provides support to help ELLs integrate into the new environment and culture. Each student is given a peer buddy or two to help with social and academic routines, understand school culture, as well as meet other students to foster friendships. Newcomers- ENLs in US schools less than three years: Within the mainstream classroom, small group instruction with language support is provided. Newcomers also receive extra support during teacher lessons by receiving differentiated materials such as writing sheets, vocabulary definitions with visual pages, a "double dose" of the lesson, special content-specific videos, iPads for recording stories and vocabulary, and graphic organizers specific to each lesson that carefully scaffolds student progress. Wherever necessary, this subgroup will receive classwork and homework in English as well as in their home language to facilitate content comprehension as they improve their English Language Proficiency. Teachers scaffold lessons appropriate to each child's ENL proficiency level. Students are given supports such as picture dictionaries and bilingual glossaries in their home language. Teachers are offered strategies and access to various tools/resources to support students. Visual representations are displayed in the classroom, as well as language prompts (Accountable Talk Sentence Starters) to support student's oral language and writing. Teacher strategies for MLLs include paced and repeated speech; wait time for MLLs to understand the question and formulate their answer. Reminders about the focus and content of the lesson. There are many opportunities within lessons for MLLs to turn and talk with a peer or work in a small group and gain fluency in pronunciation and reflection. Teachers are expected to build in time to pre-teach (and model) less on content and new vocabulary. Recommendations for teachers include the following strategies: record mini-lesson for repeated views; create visuals as a non-linguistic representation to improve comprehension and grasp concepts (diagrams, model steps, examples of finished products, definitions, etc.); engage MLLs in small groups where students can practice social and academic language; allow more time for practice and participation; give students "wait time" to listen and respond, as well as "talk-time" time to speak; allow students to use their Home Language as a scaffold to support their ENL development; focus on the Language Experience models to help students learn not only the language but culturally unique vocabulary and experiences; and use accountable talk sentence frames to help students engage in academic conversations. All teachers continue to communicate with the ENL teachers for best practices, learning strategies, and resource access.</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>Long Term MLLs: - Long Term MLLs receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development. Long Term MLLs are provided with academic intervention services from our RTI teachers, and AIS teachers in both Stand-Alone and Integrated models. SETTS is provided as an At-Risk academic intervention plan. The ENL teacher collaborates with teachers to plan small group instruction in their areas of deficiency in the four modalities of language acquisition . These supports include: personalized directions and steps, academic vocabulary glossary, on-level reading materials, lower leveled content reading texts, priming and front loading teaching methods, questioning strategies, language structures, participate in small differentiated reading and writing groups, computer laptops for access to academic teaching videos, sentence starters for writing responses, accountable talk stems for discussions, and visuals. Developing phonemic awareness and reading comprehension for MLLs will be supported by focusing on the following strategies: reviewing and being aware of miscues and mispronunciations; understanding questions; rereading for understanding; building prior knowledge (videos, books, songs, etc.); making connections and predictions; provide home language books for content support; previewing and building vocabulary; participating in classroom conversations; using before, during, and after reading strategies; using graphic organizers; monitor meaning; and using a protocol for strategies and discussions. At-Risk teachers work collaboratively with the ENL and IEP team to offer additional support within the classroom setting. Alternative assessments are also offered to identify growth and areas of sub-skills that need improvement. Alternative assessments include classroom portfolios and classroom based projects in all major subject areas. Developing MLLs: Our developing MLLs participate in a variety of enrichment activities throughout the school day to provide opportunities for vocabulary development. Our developing MLLs also receive extra support during teacher lessons by receiving differentiated materials such as writing sheets, vocabulary definitions with visual pages, a "double dose" of the lesson, special content specific video, Ipads for recording stories and vocabulary, and graphic organizers specific to each lesson that carefully scaffolds student progress. Sentence starters, word boxes, and guiding questions are also used to encourage critical thinking and participation. These students also work in small groups or with partners who speak both English and the child's home language. Developing phonemic awareness and reading comprehension for MLLs will be supported by focusing on the following strategies: reviewing and being aware of miscues and mispronunciations; understanding questions; rereading for understanding; building prior knowledge (videos, books, songs, etc.); making connections and predictions; provide home language supplementary materials; previewing and building vocabulary; participating in classroom conversations; using before, during, and after reading strategies; using graphic organizers; monitor meaning; and using a protocol for strategies and discussions. They may also receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development.</p>

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>There is 1 Former ELL, .4% of the population. Former MLLs: 007 uses the options provided by Alternative Pathways to Support Former English Language Learners' Language Development and Academic Progress to program our Former/Commanding MLLs. These teachers work in collaboration with the ENL Teacher to support the growth of these students in all four modalities of language as well as their content knowledge. Former MLLs are provided with additional support in English Language Arts and other content areas such as Science, Mathematics, and Social Studies. The ENL teacher remains in communication with the ELA teacher to support students. Instruction for each of these groups will be in person, or virtual for remote learners. All planning between ENL Teacher, Principal, and Classroom teachers will be virtual via Microsoft Teams.</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>Students typically perform best in the Speaking portion. There was not a significant trend of students scoring in the "Needs" category. The scores for the listening portion and reading portion are pretty comparable, but the reading scores tend to be lower. In general the speaking scores and the writing scores are the lowest. Which shows that students can read a story and listen to a story to gain information. Their receptive language is more developed than their expressive language which is demonstrated by the overall scores related to each 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>Comparing the results of the ELA test and the NYSESLAT we see that 2 students at the Expanding level received a 1 in the ELA test. Also, we see 1 student who scored commanding receiving a 3 in the ELA test. This may reflect a trend that students score lower on the ELA test than on the NYSESLAT.</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 5 (or 16.7% of the overall population) Long Term MLLs at our school who are considered at risk. As noted above, this population does better with Speaking. There was not a clear trend of "needs" areas as only 3 students were marked as deficient in reading and writing at the 2nd and 3rd grade level. The majority of the students scored in the "strength" category for the speaking modality and a couple in Reading and Listening. This would suggest a trend that the majority of students are neither reaching the "strength" category in RWL nor scoring at the "needs" category. They are somewhere in the middle and need additional support to strengthen throughout those 3 modalities. The office staff and teachers work collaboratively to contact all absent student families daily to remind families of the importance of coming to school everyday ready to learn.</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>Our largest home language group for MLLs is Spanish. We do have 1 MLL that speaks Arabic. Everyone in the Front Office, including the Principal are bilingual and speak English and Spanish. So when families first come into the building usually they are greeted with a staff member that speaks their language. All meetings are flyers sent to parents are sent in English and Spanish and when families call the school a bilingual staff member is available to answer their call. Many of our teachers also speak Spanish and can speak with students and families in that home language as well. For all other languages we use the Linguistica Language Line to speak with families that speak a language other than English or Spanish.</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>We have a very large Hispanic population at our school. During ILT Meetings and curriculum planning, we take into consideration the populations of ALL students in our building and we acquire books and plan lessons that portray a wide range of diverse cultures and peoples. We make sure all stakeholders have a say in curriculum purchasing and planning.</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>The same trends noted above apply to all subgroups of our ELLs. For example, both Long Term/At Risk ELLs and ELLs with IEPs similarly do better at the expressive tasks. In order to help our students excel in writing, we really need to evaluate in which areas our students perform poorly on the writing (transition words, organization and structure, punctuation, vocabulary, etc). We need to work on test taking strategies and build our students' writing stamina. Familiarizing our students' with the test style of the NYSESLAT will greatly help improve their performance. While the majority of our students do not score on the "needs" category we want to help them excel.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ENL Teacher is a member of the Instructional Leadership Team in order to ensure the needs of MLLs in all subgroups are considered when planning all facets of the school's instructional design. The ENL teacher also meets in grade level meetings in order to develop unit plans along with classroom teachers in order to incorporate strategies that support ELLs.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core Content is delivered in English in both Integrated and Stand Alone ENL program models. ENL Teacher uses student's English Language Proficiency (ELP) from most current NYSESLAT to determine services and supports for each individual student. ENL Teacher provides Baseline Beginning of Year Assessment, Mid-Year Assessment, and End of Year Assessment. ENL Teachers also join in Grade Team and Content Team Meetings to share data and progress for MLL students both in the ENL program, as well as in their core classes. ENL Teacher also uses data from iReady Periodic Assessments in Math and Reading; and Running Record data which determines reading level progress for all students. This data is used to inform the ENL and classroom teachers how to best support each student in meeting the Next Generation Learning Standards for their grade level.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The instructional materials used to support ELLs are Guided Reading Books from Gear Up, Foundations (k-3), Just Words (6-8), Moving Into English (k-1), and the Teacher's College Reading and Writing Workshop Units. The online programs used are BrainPop, iReady, MyOn, ENL StarFall, various online grammar and reading skill sites, Capstone Guided Reading books, ESL.com, ESL Kids, Newsela, Read Works, Read Write Think, Scholastic, and National Geographic. Students in 1st through 4th grade use innovative, interesting and fun software that can be fully customized to individual needs. Lessons include phonics and reading comprehension. Students in 5th through 8th grade use software that will allow them to apply experience and context to generate meanings for unfamiliar words and to more accurately define known words. Newcomers will use software that contain multi-level stories that teach reading comprehension. Other instructional materials include the Wilson Reading Program and HMH Into Reading and Into Literature for reading and writing. In order to support MLLs -SWDs the ENL teacher and classroom teachers use multiple instructional strategies to accelerate English Language Development and meet the needs of each student. All students receive MLL services and receive their mandated IEP services. The IEP goals and the ENL goals are used to guide teachers and personalize teaching for each student. The ENL teacher, IEP team, teachers and support staff communicate during common planning and data analysis meetings to provide access to academic areas such as ELA, Mathematics, and Science while accelerating English Language Development. Teachers follow the grade curriculum using various teaching models, scaffolds, and differentiations for each student. For example, teachers can teach the content area in co-teaching settings, creating small groups, and using scaffolded supports such as graphic organizers, leveled texts, charts with visuals and diagrams displayed in the classroom. Before, during or after lessons, vocabulary reviews are given, lessons are repeated, and concepts are pre-taught during mini-lessons before whole class lessons. Multiple entry points for learning are provided using visuals, picture clues/cues, targeted vocabulary, and visuals to enhance content and language comprehension. Techniques for engaging and using language are routine such as focused quality questioning, class discussions with awareness to language function (ask and answer question, responding to ideas, stating an opinion, and summarizing.) Teacher scaffolded techniques such as chunking lessons, modeling, and repetition further support English Language Acquisition and academic content. Online reading programs such as iReady are all accessible online tools used to support English proficiency and academic content knowledge. The language supports used are Wilson Reading Programs (Just Words for middle school students and Foundations for lower grade students), HMH Into Reading and Into Literature Reading and Writing Program (with its writing supports and required read-alouds and mentor texts), Fountas and Pinnell reading books, and Scholastic on level reading books.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>To ensure MLLs with disabilities are serviced in the least restrictive environment, all self-contained and mainstream classrooms with students with IEPs follow the Next Generation Learning Standards to design curriculum with ENL strategies and differentiation for all MLLs. All students participate in the general education ELA programs. All Stand-Alone support is designed by reading levels, specialized needs, and NYSESLAT English Language Proficiency, regardless of IEP status. However, IEP goals are followed and modifications and supports for MLLs are implemented and modified as needed. Effective instruction for MLLs with disabilities includes direct explicit instruction that is personalized and scaffolded. Literacy instruction will focus on comprehension, skills development, study strategies, organization, and vocabulary enhancement. Programs such as the Wilson Reading Program (Foundations and Just Words) is used to support phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. MLL-SWDs are supported by the IEP and ENL teams, as well as classroom teachers. The New Language Arts Progressions is also used by the ENL and classroom teachers to support our MLLs by level of proficiency within each standard. Meetings will be either in person, or virtual, for ENL Teacher, Principal, Classroom Teachers, and Related Service Providers to explore data, progress monitor, and plan effectively.</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>ENL Teacher uses student's English Language Proficiency (ELP) from most current NYSESLAT to determine services and supports for each individual student. ENL Teacher provides Baseline Beginning of Year Assessment, Mid-Year Assessment, and End of Year Assessment - to determine student English Language Proficiency progress throughout the school year. ENL Teachers also join in Grade Team and Content Team Meetings to share data and progress for MLL students both in the ENL program, as well as in their core classes. ENL Teacher also uses data from iReady Periodic Assessments in Math and Reading; Running Record data which determines reading level progress for all students; State Tests Data; ELA HMH Classroom Assessments, Science Classroom Assessments, Math Classroom Assessments; and Classroom Teacher and Provider Progress Reports. This data is used to inform the ENL and classroom teachers how students are developing in multiple modalities and content areas, and allows us to best support each student in meeting the Next Generation Learning Standards for their grade level as well as improving their English Language Proficiency.</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>In order to streamline ENL instruction with that of the monolingual classroom, the ENL curriculum is fully integrated with all elements of a balanced literacy workshop model. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ENL program also allows MLL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ENL teacher and Principal work collaboratively with content area teachers to support the development of MLL students' academic language in the content areas. Running records are used to monitor each students' reading progress. Content area lessons include activities and strategies that support the development of ELL students' academic language. Our school follows the HMH Into Reading and Into Literature unit of study calendar in both Reading and Writing. Targeted intervention services can be delivered to students in all subgroups.</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>Our school develops an assessment calendar at the beginning of the school year. The calendar serves as a system that allows each member of the faculty to capture student data at various points throughout the year. Based on this data the teachers write student goals in literacy, specific to academic development in reading, writing, listening, and speaking. The specific strategies we develop are with each student in mind. Therefore, Tier 1 intervention occurs within the classroom with student-specific goals driven by the data. The goals and strategies are also discussed with the ENL teacher. Moreover, we use after school time to serve our students who need further support. Based on how the students respond after 3-4 weeks of engaging with the initial strategies, students are placed in various after-school programs, such as After School Academies targeting both ELA and Math. Various interventions such as guided reading and computer-based programs are used to support the Tier 2 students. Lastly, for Tier 3 we pull out students using the AIS teacher. The AIS and ENL teacher's direct communication with the staff leads to the development of strategic goals that are based on student performance data. ELL at-risk students, who are identified in grades K-2 as needing academic intervention, are serviced by the AIS teachers and within small groups with their homeroom teacher. Students get a double-dose of Foundations (decoding/encoding words) five times a week. The needs of each student are analyzed, to then assist with the grouping of students for reading and mathematics. The materials used for RTI are reading intervention programs with a focus on fluency. ELL strategies are woven into the lessons by providing students with front loading vocabulary, comprehensible input, building prior knowledge, providing realia, defining language and content objectives, as well as offering students multiple opportunities to use the new vocabulary. During these sessions, teachers will focus on the four modalities of language learning. All students are given a baseline test at the beginning of the year to provide data on student progress and identify possible students in need of Tier 1, 2, or 3 interventions. For Tier 1 intervention, all students receive high-quality instruction that is aligned with the core curriculum. Differentiation is considered for all students and intervention is then individualized based on student needs to design a preventative approach to not meeting the standards and a proactive approach towards meeting academic goals. All children are taught within the classroom in the least restrictive environment. All students are assessed periodically to identify and keep track of student needs, as well as modify instruction and determine how support can continue to be scaffolded. Data from TCRWP and iReady are used to not only drive instruction but to determine specific the strengths and needs for improvement of each child. Classroom lessons are taught as whole group, small group 3-5 students, paired groups, and individually. Teachers model and guide instruction, as well as differentiate and confer with all students. Strategy groups are also created to ensure all learners are able to learn. For Tier 2 intervention, teachers create smaller (3-5 students), more strategic groups that meet with more frequency and intensity, as well as focus on specific goals and strategies to ensure support for learning. These groups receive more small group front-loading sessions before whole group lessons to provide comprehensible input and improve Cognitive Academic Language Proficiency within the classroom. The AIS provides either integrated services or Stand-Alone services in small groups (outside of the classroom) based on student needs. Students meet for 6-8 weeks to provide intense support and meet short term goals discussed by the teacher and the provider. For Tier 3 intervention, based on assessment data and teacher recommendations, students are supported individually or in small groups by the AIS. Teachers assess students once or every two weeks or as needed to analyze the rate and level of student performance. The school uses TCRWP running records to assess reading comprehension and levels three times a year to monitor progress, as well as the Wilson Language Foundations Assessments to assess students' phonemic awareness, phonics skills, vocabulary, and fluency. Teachers also use teacher-created materials designed to assess student understanding and mastery of various lessons and units taught in English Language Arts and Mathematics. For ELLs, the NYSELAT (in the Spring), the NYSTELL (upon entering as a new student at the beginning of the year), as well as ongoing informal assessments are given. The school uses all student data to identify and evaluate student needs as well as to create and differentiate student groupings on all Tier levels. The school then examines the student data to monitor student growth and analyze the needs of students by population, academics, and grade levels to then consider teaching practices and curriculum.</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>At 007 we use iReady Math and Reading Periodic Assessments to track grade level progress for all students in Math and English Language Arts. We use classroom observations and assessments built into the HMH Into Reading and HMH Into Literature curriculums. We also have periodic assessments for all students in Math, Science, Social studies as well. We have periodic assessments of Reading Levels using Running Records. We also include Progress Reports for all students with IEPs as well as Progress Reports from all Service Providers. We review this data at weekly Teacher Team meetings and Professional Development cycles to see what needs our students have and then use our curriculum to make modifications to help support student growth and learning. To assess the literacy skills of English Language Learners/Multilingual Learners in grades K-8, we use a variety of formative assessments. We conduct TCRWP running records three times a year (September-October, December-January, and May). In grades K-2, Foundations assessments are used throughout the year. For grades K-8, we use iReady to gauge student literacy and mathematics skill growth. Teachers use the data to target each student's area needing improvement and developing areas of strength. These MOSL and online assessments support teachers in analyzing data to inform targeted small and whole group instruction. A variety of teacher-created formative and summative assessments are used by our teachers, such as tasks, labs, group work and exit tickets. The ENL teachers also assess students with a practice NYSELAT exam at the beginning and middle of the year to informally evaluate student English Language proficiency and improvement. All four modalities of language are tracked by ENL teachers in each lesson, and the data is used to plan and modify instruction for ELLs. ELL student data is also derived from the NYSITELL entry exam, as well as the yearly NYSELAT. In order to improve our students' scores, each teacher with the help of the literacy coach and the ENL teacher develop learning goals for every student. These goals are discussed in grade level meetings and during professional development. The goals are monitored throughout the school year. To support our efforts to ensure that both formative and summative assessments are ongoing and completed, the school uses a schedule with specific assessment administration dates and windows of administration time frames, as well as the submission of all tests booklets, answers, and results. Formative assessments given by the teachers include the use of data capture sheets which are utilized within each classroom. For summative assessments, the school follows a formal testing schedule that follows the protocol for test administration and IEP testing accommodations. The Testing Coordinator creates the schedule and prepares all testing materials, classroom rosters, and student lists identifying all students with testing accommodations (ELL/MLL, IEP and 504). During remote learning, necessary log in information is disseminated to teachers to share with their students, as well as IEP accommodations to students that have them. Common preps for all grade levels are programmed so that teachers and support staff can meet virtually for instructional planning weekly. The results of the assessments given are disseminated to teachers and other appropriate staff through bi-monthly school wide meetings. The staff is given electronic copies of the data. Together we analyze this data with the support of the principal and grade leaders. The staff and the ENL teacher then measures the growth and needs of all students across grade levels for both ELLs and Non-ELLs. Instructional goals are then created for each grade level for all students and then individually for all ELLs based on their needs and proficiency levels. These goals are integrated into the teachers' curriculum planning. The ENL teacher also uses the New Language Arts Progressions along with the Targets of Measurement for MLL students to support MLLs.</p>

<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>At the beginning of the year, eligible Spanish speaking MLLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students are asked to read and write in their home language as their English proficiency develops. The Multilingual Literacy Screener will be administered to students to determine each student's literacy level in their home language. We will ensure that MLLs are appropriately evaluated in their home language throughout the year by using the MLLS 3 times throughout the year for students whose language is supported on that system. The ENL teacher will confer with classroom teachers, students, and families to determine the best language for all assessments. The ENL teachers and the Principal will collaborate with classroom teachers to ensure that students are provided with the assessments that best meet students' needs in their home language. With the help of other pedagogues who speak English and the child's home language, each student will be evaluated. At PS007 we have a Spanish-speaking bilingual speech teacher (part-time) and social worker. For other home languages we will use the Language Translations Unit to support us through translations (writing) and interpretations (speaking). PM/MS 007 will follow guidance from the state regarding Statewide Assessments for the 2021-2022 school year.</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>At 007 our students take all State Tests - NYSESLAT, ELA, Math, and Science for grades 4 and 8. We use this data to track growth for each student and modify our curriculum to help our students continue to grow and learn and improve their English Language Proficiency. We use NYSESLAT Data to help us program our MLLs at the beginning of the year, and decide which flexible option to make with all Transitioning ELP MLLs. The baseline assessments used are TC running records, as well as teacher created quizzes and exams. For summative assessments, teachers use beginning of year (BOY), middle of year (MOY) and end of year (EOY) baseline assessments and benchmark growths to identify progress and areas of student growth and need. iReady is used year-round to monitor student progress, inform best teaching practices, curriculum planning, and targeted teaching instructional groups. Once the summative data is completed, the teachers create intervention groups targeted to meet specific student needs, supporting student academic improvement and success and reducing failure. The groups are given goals to reach by the end of a 6-8 week cycle. Teacher lessons are designed to offer students both scaffolding and differentiation methods. ICT classes with two teachers work collaboratively to create these groups and distribute the student intervention responsibilities. The teachers meet with the principal and the grade leaders to discuss student progress. Each student is given informal and formal assessments to track their academic progress. Weekly meetings are held with/by teachers to keep everyone a breast of progress and make collaborative decisions based on student performance. Students are made aware of their goals and groups.</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 ENL Teacher, Principal, and Testing Coordinator work together to order the materials for the NYSESLAT in the beginning of the school year. The Principal and Assistant Principal work with the ENL Teachers and the Testing Coordinator to group grade bands for testing and organize materials. The testing coordinator, AP and Principal work together to test each grade band as the ENL teachers continue to follow their regular schedule. NYSESLAT Scoring occurs during Common Planning time and Professional Development time.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Explicit ENL instruction given by the ENL teacher incorporates thematic-based units with content, language, and behavioral objectives which are aligned with the Next Generation State Standards and the New Language Progressions for English as a New Language. Through small group instruction, English language skills are embedded within all content area lessons to meet short term objectives and long term goals. Skills-based instruction, including grammar and spelling, is woven into each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning when writing essays. Students must also apply cross-content knowledge in specific content areas such as Social Studies and Science. Throughout various grades, the units of study are aligned with classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary. For reading and writing responses, we provide guided group work, as well as work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process. Where it is purposeful, we also provide students with access to glossaries, videos, and leveled library books in the student's home language. Core content is created and taught by the content teacher. When pushing into a classroom, the ENL teacher embeds English Language skills alongside content learning. Individual student needs are informally assessed at that time, and the ENL teacher is able to give targeted support during Stand-Alone ENL instruction. Lessons are approached using various strategic ENL methods such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), the Language Experience Approach (LEA), SIOP, and the Holistic Language Approach. Graphic organizers, specialized writing papers, personal glossaries, singing, and multi-sensory approaches are also used. Strategies, such as front loading, are introduced in order to help students understand content-specific academic vocabulary words using pictures and videos. ENL students who receive Stand-Alone ENL instruction also have the opportunity to preview content learning ahead of time, and also have more time with difficult concepts or content while in the Stand-Alone ENL class with the ENL Teacher in a small group. Students in grades k - 2 work heavily with the alphabet and letter sounds in order to learn their letters and letter sounds and decode unfamiliar words. Students in grades 3 - 5 work heavily with pictures and sentence starters in order to understand concepts and improve their reading and writing skills. Entering ELP students in grades 6 - 8 receive the classroom work in English as well as their home language in order to facilitate comprehension of content. All students participate in Accountable Talk during group discussions in order to improve their academic conversation, and reading and writing skills. Our school uses a variety of technological devices such as desktop computers, laptops, iPads, SmartBoards, and ELMOs. The online computer programs used are: iReady, MyOn, ESL, A-Z Reading, Scholastic News, Newsela, Read Write Think, and Read Works. The instruction models provided are Stand-Alone and Integrated. The ENL teacher and the classroom teacher provide ENL instruction in all subject areas to MLL students. Planning, preparation, and discussion is a collaborative process by both the classroom teacher and the ENL teachers. Core content can be delivered in person, or virtually through Synchronous instruction on DOE Platforms for remote learners. Co-planning and assessing English Language Proficiency progress, content knowledge, and tracking of individual student goals takes place virtually through Microsoft Teams, as well as in person between the ENL Teachers and Classroom Teachers.</p>
<p>b. SIFE</p>	<p>Explicit ENL instruction given by the ENL teacher incorporates thematic-based units with content, language, and behavioral objectives which are aligned with the Next Generation State Standards and the New Language Progressions for English as a New Language. Through small group instruction, English language skills are embedded within all content area lessons to meet short term objectives and long term goals. Skills-based instruction, including grammar and spelling, is woven into each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning when writing essays. Students must also apply cross-content knowledge in specific content areas such as Social Studies and Science. Throughout various grades, the units of study are aligned with classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary. For reading and writing responses, we provide guided group work, as well as work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process. Where it is purposeful, we also provide students with access to glossaries, videos, and leveled library books in the student's home language. Core content is created and taught by the content teacher. When pushing into a classroom, the ENL teacher embeds English Language skills alongside content learning. Individual student needs are informally assessed at that time, and the ENL teacher is able to give targeted support during Stand-Alone ENL instruction. Lessons are approached using various strategic ENL methods such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), the Language Experience Approach (LEA), SIOP, and the Holistic Language Approach. Graphic organizers, specialized writing papers, personal glossaries, singing, and multi-sensory approaches are also used. Strategies, such as front loading, are introduced in order to help students understand content-specific academic vocabulary words using pictures and videos. ENL students who receive Stand-Alone ENL instruction also have the opportunity to preview content learning ahead of time, and also have more time with difficult concepts or content while in the Stand-Alone ENL class with the ENL Teacher in a small group. Students in grades k - 2 work heavily with the alphabet and letter sounds in order to learn their letters and letter sounds and decode unfamiliar words. Students in grades 3 - 5 work heavily with pictures and sentence starters in order to understand concepts and improve their reading and writing skills. Entering ELP students in grades 6 - 8 receive the classroom work in English as well as their home language in order to facilitate comprehension of content. All students participate in Accountable Talk during group discussions in order to improve their academic conversation, and reading and writing skills. Our school uses a variety of technological devices such as desktop computers, laptops, iPads, SmartBoards, and ELMOs. The online computer programs used are: iReady, MyOn, ESL, A-Z Reading, Scholastic News, Newsela, Read Write Think, and Read Works. The instruction models provided are Stand-Alone and Integrated. The ENL teacher and the classroom teacher provide ENL instruction in all subject areas to MLL students. Planning, preparation, and discussion is a collaborative process by both the classroom teacher and the ENL teachers. Core content can be delivered in person, or virtually through Synchronous instruction on DOE Platforms for remote learners. Co-planning and assessing English Language Proficiency progress, content knowledge, and tracking of individual student goals takes place virtually through Microsoft Teams, as well as in person between the ENL Teachers and Classroom Teachers.</p>

<p>c. Newcomer</p>	<p>Explicit ENL instruction given by the ENL teacher incorporates thematic-based units with content, language, and behavioral objectives which are aligned with the Next Generation State Standards and the New Language Progressions for English as a New Language. Through small group instruction, English language skills are embedded within all content area lessons to meet short term objectives and long term goals. Skills-based instruction, including grammar and spelling, is woven into each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning when writing essays. Students must also apply cross-content knowledge in specific content areas such as Social Studies and Science. Throughout various grades, the units of study are aligned with classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary. For reading and writing responses, we provide guided group work, as well as work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process. Where it is purposeful, we also provide students with access to glossaries, videos, and leveled library books in the student's home language. Core content is created and taught by the content teacher. When pushing into a classroom, the ENL teacher embeds English Language skills alongside content learning. Individual student needs are informally assessed at that time, and the ENL teacher is able to give targeted support during Stand-Alone ENL instruction. Lessons are approached using various strategic ENL methods such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), the Language Experience Approach (LEA), SIOP, and the Holistic Language Approach. Graphic organizers, specialized writing papers, personal glossaries, singing, and multi-sensory approaches are also used. Strategies, such as front loading, are introduced in order to help students understand content-specific academic vocabulary words using pictures and videos. ENL students who receive Stand-Alone ENL instruction also have the opportunity to preview content learning ahead of time, and also have more time with difficult concepts or content while in the Stand-Alone ENL class with the ENL Teacher in a small group. Students in grades k - 2 work heavily with the alphabet and letter sounds in order to learn their letters and letter sounds and decode unfamiliar words. Students in grades 3 - 5 work heavily with pictures and sentence starters in order to understand concepts and improve their reading and writing skills. Entering ELP students in grades 6 - 8 receive the classroom work in English as well as their home language in order to facilitate comprehension of content. All students participate in Accountable Talk during group discussions in order to improve their academic conversation, and reading and writing skills. Our school uses a variety of technological devices such as desktop computers, laptops, iPads, SmartBoards, and ELMOs. The online computer programs used are: iReady, MyOn, ESL, A-Z Reading, Scholastic News, Newsela, Read Write Think, and Read Works. The instruction models provided are Stand-Alone and Integrated. The ENL teacher and the classroom teacher provide ENL instruction in all subject areas to MLL students. Planning, preparation, and discussion is a collaborative process by both the classroom teacher and the ENL teachers. Core content can be delivered in person, or virtually through Synchronous instruction on DOE Platforms for remote learners. Co-planning and assessing English Language Proficiency progress, content knowledge, and tracking of individual student goals takes place virtually through Microsoft Teams, as well as in person between the ENL Teachers and Classroom Teachers.</p>
<p>d. Developing</p>	<p>Explicit ENL instruction given by the ENL teacher incorporates thematic-based units with content, language, and behavioral objectives which are aligned with the Next Generation State Standards and the New Language Progressions for English as a New Language. Through small group instruction, English language skills are embedded within all content area lessons to meet short term objectives and long term goals. Skills-based instruction, including grammar and spelling, is woven into each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning when writing essays. Students must also apply cross-content knowledge in specific content areas such as Social Studies and Science. Throughout various grades, the units of study are aligned with classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary. For reading and writing responses, we provide guided group work, as well as work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process. Where it is purposeful, we also provide students with access to glossaries, videos, and leveled library books in the student's home language. Core content is created and taught by the content teacher. When pushing into a classroom, the ENL teacher embeds English Language skills alongside content learning. Individual student needs are informally assessed at that time, and the ENL teacher is able to give targeted support during Stand-Alone ENL instruction. Lessons are approached using various strategic ENL methods such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), the Language Experience Approach (LEA), SIOP, and the Holistic Language Approach. Graphic organizers, specialized writing papers, personal glossaries, singing, and multi-sensory approaches are also used. Strategies, such as front loading, are introduced in order to help students understand content-specific academic vocabulary words using pictures and videos. ENL students who receive Stand-Alone ENL instruction also have the opportunity to preview content learning ahead of time, and also have more time with difficult concepts or content while in the Stand-Alone ENL class with the ENL Teacher in a small group. Students in grades k - 2 work heavily with the alphabet and letter sounds in order to learn their letters and letter sounds and decode unfamiliar words. Students in grades 3 - 5 work heavily with pictures and sentence starters in order to understand concepts and improve their reading and writing skills. Entering ELP students in grades 6 - 8 receive the classroom work in English as well as their home language in order to facilitate comprehension of content. All students participate in Accountable Talk during group discussions in order to improve their academic conversation, and reading and writing skills. Our school uses a variety of technological devices such as desktop computers, laptops, iPads, SmartBoards, and ELMOs. The online computer programs used are: iReady, MyOn, ESL, A-Z Reading, Scholastic News, Newsela, Read Write Think, and Read Works. The instruction models provided are Stand-Alone and Integrated. The ENL teacher and the classroom teacher provide ENL instruction in all subject areas to MLL students. Planning, preparation, and discussion is a collaborative process by both the classroom teacher and the ENL teachers. Core content can be delivered in person, or virtually through Synchronous instruction on DOE Platforms for remote learners. Co-planning and assessing English Language Proficiency progress, content knowledge, and tracking of individual student goals takes place virtually through Microsoft Teams, as well as in person between the ENL Teachers and Classroom Teachers.</p>

<p>e. Long Term</p>	<p>Explicit ENL instruction given by the ENL teacher incorporates thematic-based units with content, language, and behavioral objectives which are aligned with the Next Generation State Standards and the New Language Progressions for English as a New Language. Through small group instruction, English language skills are embedded within all content area lessons to meet short term objectives and long term goals. Skills-based instruction, including grammar and spelling, is woven into each lesson. Students are asked to know the slight differences between content area vocabulary by justifying their responses. Students extrapolate knowledge in content areas through verbal and visual cues. In literacy, students must support their reasoning when writing essays. Students must also apply cross-content knowledge in specific content areas such as Social Studies and Science. Throughout various grades, the units of study are aligned with classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary. For reading and writing responses, we provide guided group work, as well as work on more advanced literacy skills. Students use listening centers in their classrooms and work in small groups to expedite the language learning process. Where it is purposeful, we also provide students with access to glossaries, videos, and leveled library books in the student's home language. Core content is created and taught by the content teacher. When pushing into a classroom, the ENL teacher embeds English Language skills alongside content learning. Individual student needs are informally assessed at that time, and the ENL teacher is able to give targeted support during Stand-Alone ENL instruction. Lessons are approached using various strategic ENL methods such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), the Language Experience Approach (LEA), SIOP, and the Holistic Language Approach. Graphic organizers, specialized writing papers, personal glossaries, singing, and multi-sensory approaches are also used. Strategies, such as front loading, are introduced in order to help students understand content-specific academic vocabulary words using pictures and videos. ENL students who receive Stand-Alone ENL instruction also have the opportunity to preview content learning ahead of time, and also have more time with difficult concepts or content while in the Stand-Alone ENL class with the ENL Teacher in a small group. Students in grades k - 2 work heavily with the alphabet and letter sounds in order to learn their letters and letter sounds and decode unfamiliar words. Students in grades 3 - 5 work heavily with pictures and sentence starters in order to understand concepts and improve their reading and writing skills. Entering ELP students in grades 6 - 8 receive the classroom work in English as well as their home language in order to facilitate comprehension of content. All students participate in Accountable Talk during group discussions in order to improve their academic conversation, and reading and writing skills. Our school uses a variety of technological devices such as desktop computers, laptops, iPads, SmartBoards, and ELMOs. The online computer programs used are: iReady, MyOn, ESL, A-Z Reading, Scholastic News, Newsela, Read Write Think, and Read Works. The instruction models provided are Stand-Alone and Integrated. The ENL teacher and the classroom teacher provide ENL instruction in all subject areas to MLL students. Planning, preparation, and discussion is a collaborative process by both the classroom teacher and the ENL teachers. Core content can be delivered in person, or virtually through Synchronous instruction on DOE Platforms for remote learners. Co-planning and assessing English Language Proficiency progress, content knowledge, and tracking of individual student goals takes place virtually through Microsoft Teams, as well as in person between the ENL Teachers and Classroom Teachers.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Classroom teachers monitor progress of Former MLLs and work with the ENL Teachers during common planning time to discuss the data and any specific needs of the students.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home Language Support is assessed on a case by case basis. Home Language Support is usually offered only to Entering or Emerging English Language Proficient MLLs. Translations are provided for students with limited English Proficiency in their core content classes, and then removed to determine if the support is still needed for the student. At the beginning of the year, eligible Spanish speaking MLLs are given the Spanish LAB and the results are given to classroom teachers to aid with instruction. Students are asked to read and write in their home language as their English proficiency develops. The Multilingual Literacy Screener will be administered to students to determine each student's literacy level in their home language. We will ensure that MLLs are appropriately evaluated in their home language throughout the year by using the MLLS 3 times throughout the year for students whose language is supported on that system. The ENL teacher will confer with classroom teachers, students, and families to determine the best language for all assessments. The ENL teachers and the Principal will collaborate with classroom teachers to ensure that students are provided with the assessments that best meet students' needs in their home language. With the help of other pedagogues who speak English and the child's home language, each student will be evaluated. At PS007 we have a Spanish-speaking bilingual speech teacher (part-time) and social worker. For other home languages we will use the Language Translations Unit to support us through translations (writing) and interpretations (speaking). PM/MS 007 will follow guidance from the state regarding Statewide Assessments for the 2021-2022 school year. All other assessments will be administered in person or virtually for Remote Learners. All teacher meetings, data, and instructional planning can be held in person or virtually.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>This year, 007 began offering Spanish to the 8th grade class. There are plans to expand the class to the 7th grade in the future. Non-Spanish speaking students are introduced to the language and Heritage learners are able to build on their prior knowledge. Middle school students are not eligible for the Seal of Biliteracy.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The ENL Teacher attends PDs in the borough and district and turnkeys important information back to all staff during Professional Development throughout the school year. The ENL Teacher emphasizes the separation that MLLs can feel as they learn a new language in a new country and/or school building. Teachers work together in Teacher Team Meetings weekly to discuss the academic and the SEL needs of all students including MLLs. We teach weekly SEL lessons that give students opportunities to share their feelings with their teachers and classmates. We also choose Culturally Responsive texts that reflect the cultures and backgrounds of different peoples and places to broaden the horizons of every student in our classrooms. The ENL Teacher also works closely with the School Psychologist and the School Counselors on behalf of all Multilingual Learners.</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>The ENL teacher attends professional development virtually and in-person. Workshops analyze strategies for MLLs that are specifically designed to demonstrate how teachers can support ELLs by embedding strategies and scaffolding student learning within any less on. On designated days, due to the current pandemic, after the school day, the staff meets for professional development. Small group MLL support is also demonstrated by the literacy coach and the ENL teacher. The administration and coaches introduce/ lead the meetings for the first half of the scheduled time, then teachers break up into smaller PD groups or remain as one PD group. For teachers of MLLs and the ENL teacher, professional development is offered within PS7 using the professional development plan and attended by or led by faculty members. The Next Generation Learning Standards (NGLS) and the New Language Arts Progressions (NLAP) are used for curriculum planning. The ENL Teacher, Literacy Coach, school leaders, and teachers meet weekly to discuss instruction, design curriculum aligned to NLAP/NGLS. The staff develops plans to include all learners and differentiated approaches to help students meet the standards and challenging content. The ENL teacher attends borough and districtwide professional development. On designated days, PS 007 has staff meetings and professional development. Throughout the week grade level meetings are held and teachers meet to discuss student progress, professional development, curriculum planning, and analyze assessment data and student progress.</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>PS 7 provides annual individual meetings with the parents or guardians of MLLs once a year with the ENL teacher to discuss progress in language development, English language proficiency assessment results, and language development needs. Interpretation/ translation services are provided according to parent needs. Parents are sent a letter home (in English and their home language) and are also called (using Linguistica translation services when necessary) in order to schedule this meeting. If a parent is unable to attend in person then a phone conference will be scheduled. The ENL teacher will schedule all meetings with parents, and will try to involve the student so they are aware of their own academic progress, and goals. After the meeting a certified letter or an email confirmation will be sent home the parent to recap what was discussed, and the plan for their child this school year. The Language Translation and Interpretation Unit is contacted for translations in writing (such as IEPs, school letters, and Student Information) and for over the-phone interpretation services. The online website provides and posts translations for all NYC- DOE non-student specific letters, notices, and parent pamphlets. Parents are also given the Parents Guide to Language Access at the beginning of the year and upon registration to offer them immediate and yearlong access to language interpretation. All Individual parent meetings can be held in person, over the phone, or virtually via DOE Platforms.</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>Parents are a priority at our school we have many school wide activities such as: Bring your Dad to school day, Multicultural Night, Musical Performances, Education Through Music concerts, Family Math Night, Poetry Night and an Art Show. Parents also attend volleyball tournaments and basketball games. The ENL teacher works with the Parent Coordinator to hold monthly parent workshops to make parents aware of their rights, and understand the supports their child receives while improving their English Language proficiency in school. Each year the parent coordinator will remind MLL parents to use the NYC DOE website to access information pertaining to their child's education, as well as to keep them informed about up-coming school and NYC DOE citywide events. For example, there is a flyer (in 7 different languages) about Curriculum Night and Parent-Teacher Conferences. The parent coordinator also distributes parent informational letters to all parents of MLLs and makes a concerted effort to work especially close to these families. Additionally, the ENL teacher and the Parent Coordinator have an Open Door Policy where forms, surveys, and letters can be dropped off and parents can informally meet to discuss any issues or concerns. The P.C. also uses her own parent survey form to determine the optimal time for meetings, as well as which days and times during the week parents are available. The PS 7 surveys also ask parents to list their hobbies and interests, as well as write any questions or additional information. The survey results help PS 7 to develop workshops that reflect the needs of parents and students, as well as inform us about our ELL community. In the ENL program model, home language support is achieved through utilizing parental support for continuing literacy experiences at home in the child's home language. Workshops are given to parents to inform and educate them about how they can support their children through literacy. PS/MS 007 will also hold virtual Town Hall Forums for families to communicate vital information during Remote Learning Time. All meetings for parents can be held in person, or virtually via DOE Platforms.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>During the beginning of the school year, our newly enrolled MLLs (kindergarten students and newcomer students from various grade levels, states, nonpublic schools, and from other countries) are welcomed by the Pupil Personnel school secretary, Principal, the ENL teacher, bilingual Parent Coordinator the School Social Worker, and our School Based Organization leads. Our bilingual Parent Coordinator is able to make the Spanish speaking parents feel welcomed and is able to answer their questions. All information for new parents is given in the language of choice. Each student is given a tour of the school, assigned members in our community to support the student and their family during their adjustment period. Students are also assigned "welcome buddies" to help them engage socially and culturally with their new school setting. For students who enroll during the school year, we make every attempt to find a "buddy" who speaks the same language as the new family. These students are immediately invited to join our Extended Day and After school Programs.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our identification team is composed of several school members including: ENL teacher, pupil personnel, parent coordinator. The structure we have in place follows the expectations set by the Department of MLLs in NY State and NYC. The first steps when receiving a new student is to identify them as a MLL. Our secretary conducts the initial intake, then our ENL teacher conducts an interview the family and students, followed by the home language survey. Once a student is determined an MLL, the family is presented by a team member the parent orientation video in their native language and given the choice of the MLL program offers and other schools in the district offer. Once the parent decides on a program, the ENL Teacher administers the NYSITELL assessment and (if applicable) the Spanish LAB assessment.</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
Stamatina	Fostinis	ENL Teacher	2022	Yes	Stamatina Fostinis

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
Ureal	Gayle	Parent Coordinator

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
Our findings indicate that our parents need oral and written information in Spanish. These findings were taken from written and oral communications from the school in both English and Spanish for the benefit of all of our families. For families that require translated resources in limited numbers, we provide all translated DOE documents to families that prefer a language other than Spanish. Preferred languages in both written and oral communication are primarily Spanish. Arabic and Bengali are two other languages that are of preferred choices as well. Many parents prefer to have both their home language and English written communication sent home. The Translation and Interpretation Unit is used to assist us whenever possible. The administrative staff use telephone translation services as needed and/or requested by parents in need of such services. Translation services are also rendered from the DOE vendors.	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL
RCPL	RCPL	RCPL	RCPL	RCPL

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
English	ALL	ALL
Spanish	7	7
Turkish	1	1
Greek	2	2
French	1	1
Haitian Creole	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>During registration to PS 7, parents fill out the Home Language Survey. The ENL teacher/coordinator, the school secretary, and the Parent Coordinator work collaboratively to interview parents and students. The ENL teacher gets support from the PC and secretary for translation in Spanish. For families that speak a language other than English or Spanish, a HLS is completed in that person's language and a translator is made available through the DOE's Translation services. The list for available languages for assistance is posted in the main office, the parent-teacher room, and the Parent Coordinator's desk. During this time, an informal screening is conducted to ensure that the information written on the survey is an accurate representation of the parent and the student. This information is then recorded into ATS by the pupil accounting secretary. Data collection for language preferences are collected through HILS, ATS Reports, emergency/blue contact cards, teacher surveys, and class data. The ENL teacher, Parent Coordinator, and school secretary review the language preferences with the assistant principal and inform the principal and staff of multiple languages spoken within the community. Staff is aware that written copies of parent preferred languages and verbal translations can be obtained. Blue Emergency Contact cards, parent surveys, and parent notices are all translated in the home language of the parent.</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.
Hawk News (Digital)	Sent weekly to parent's email addresses.	Sent by Ureal Gayle, Parent Coordinator, to all families. Hawk News is sent in English and Spanish, and additional languages are translated in google translate. (Bengali / Arabic / Chinese).
Hawk News (Paperback-Flyer)	Sent weekly to parents in their child's backpack (Parent Community Folder).	Sent by Ureal Gayle, Parent Coordinator, to all families. We send in English and Spanish, and additional languages are translated in google translate. (Bengali / Arabic / Chinese).
Parent Community Memo (Digital)	Sent weekly to parent's email addresses.	Sent by Ureal Gayle, Parent Coordinator, to all families. We send in English and Spanish, and additional languages are translated in google translate. (Bengali / Arabic / Chinese).
Parent Community Memo (Paperback-Flyer)	Sent weekly to parents in their child's backpack (Parent Communication Folder).	Sent by Ureal Gayle, Parent Coordinator, to all families. We send in English and Spanish, and additional languages are translated in google translate. (Bengali / Arabic / Chinese).

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 Conference	November 3/4	ENL teachers, staff, Linguistica Language Service, multi-language copies.
Parent/Teacher Conference	March 2/3	ENL teachers, staff, Linguistica Language Service, multi-language copies.
Parent Meetings	Weekly	ENL teachers, Parent Coordinator, staff, Linguistica Language Service, multi-language copies.
Parent Town Halls	Monthly	ENL teachers, Parent Coordinator, Principal, Dean, School Counselor, staff, Linguistica Language Service, multi-language copies.

<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>During an Emergency we will call all parents using the Emergency Blue Cards which indicate contact information and preferred language for all families. We will utilize bilingual office staff to contact Spanish speaking families, and we will use the language line, Google Translate, and Microsoft Translate to communicate with families that speak other languages like Chinese, Bengali, and Arabic.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>During an student-specific event we will contact parents using the Emergency Blue Cards which indicate contact information and preferred language for all families. We will utilize bilingual office staff to contact Spanish speaking families, and we will use Linguistica Language Line, Google Translate, and Microsoft Translate to communicate with families that speak other languages like Chinese, Bengali, and Arabic.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent has an emergency and needs to contact the school we will quickly check Emergency Blue Cards which indicate contact information and preferred language for all families. We will utilize bilingual office staff to speak with Spanish speaking families, and we will add Linguistica Language Line to the call. If the Language Line is unavailable, we will utilize Google Translate, and Microsoft Translate to communicate with families that speak other languages like Chinese, Bengali, and Arabic.</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 Training to all staff provided by Language Access Coordinator.
Over-the-Phone Interpretation Desk Aid	Emails distributed throughout the school year to all staff by Language Access Coordinator.
Language Access Handbook	Turnkey Training to all staff provided by Language Access Coordinator.
T&I Unit InfoHub Link	Turnkey Training to all staff provided by Language Access Coordinator.

<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>The Language Access Coordinator will hold a short PD to share resources and information to staff regarding the goal of Chancellor's Regulation A-663. The LAC will remind staff through emails of the resources available to them when speaking with families that speak a language other than English.</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>A welcome poster posts information to parents and families on how to obtain translation or interpretation services. At the beginning of the school year, we will send a letter home in English and preferred language (obtained from HLIS/Blue Cards) to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school and regional and city contacts for such services. The school will distribute the Bill of Parent Rights and Responsibilities in the home language of the families to review and retain for future need. We will also obtain in Spanish and other languages as needed the appropriate forms for families to comply with CR A-663 in the areas of centrally produced documents or student specific documents.</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>Our Language Access Coordinator turn-keys all information and procedures that need to be followed during monthly staff meetings. Brochures and other pertinent information are distributed and discussed. Updates to any information are given via email, school memorandums and/or discussed during future professional developments. During Parent Workshops and meetings, parents will be given an opportunity to provide feedback about the school 's quality and availability of translation services. Parents will also be interviewed during dismissal and drop-off in the middle and ending of the school year to gather information from parents who may not attend these workshops.</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>The Language Access Coordinator/ENL Teacher and the Parent Coordinator worked together to speak with parents during the Weekly Parent Workshops, as well as, through email in the Weekly Hawk News Announcements (flyers and emails). We held Parent Participation Awards in June and recognized the diversity and involvement of our impressive community members. The Parent Awards also gave parents the opportunity to celebrate each other as community members. Parents expressed their gratitude at having so many inclusive events and opportunities that allowed them to collaborate with Staff and other Community Stake Holders weekly. This 2022-2023 School Year we will continue to relay weekly Hawk News Announcements to all parents, as well as, organize and host Weekly Parent Workshops handling a variety of topics including; important school dates and upcoming events; Supporting Social and Emotional Health for students and families, and information on how to best support student learning.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	PS/MS 007 Samuel Stern School 04M007
DBN:	04m007
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	30 MLLs Grades 2-8. Additional incoming 6th graders to be determined in September 2022.
Total # of teachers in this program:	1
# of certified ESOL/Bilingual teachers:	1

# of content area teachers:	1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> Rationale Subgroups and grade levels of students to be served Schedule and duration Language of instruction Number and types of certified teachers Types of materials 	<p>The Title 111 After School Program of 04M007 provides standards-based and data-driven supplemental program for Multilingual Learners using English as language of instruction. The after school program will support the MLLs meeting NYS and City performance standards for ELA and Mathematics and also provide support in making significant gains in the New York State English As a Second Language Achievement Test (NYSESLAT). A total of 30 ELLS from 2 - 8 grade will participate in the after-school program. The program will cover the subjects of Vocabulary, Reading, Writing, and Mathematical Reasoning. This program will be taught by two ENL teachers and two content area teachers - 1 ELA and 1 Math. The language of instruction will be English. The ENL teacher will co-teach with the ELA teacher to teach Vocabulary & Reading and Writing sessions. In addition, the ENL and the Math teacher will co-teach Math sessions using Guided Math Reading and other ENL methodologies. The 04M007 ELL After School Program is a 20-week program with a total of 4 hours per week from mid November 2022 - mid April 15 2023. MLL students will be grouped based on their 2022 NYSESLAT Scores: Grouping for Instruction Grades 2-4 (4 EN, 3 EM, 1 TR, 3 EX) Grades 5-6 (1 EM, 5 TR, + any incoming 6th Graders TBD in September) Grades 7-8 (1 EN, 2 EM, 2 TR, 7 EX) Grade 6-8 Newcomers (1 EN, 1 EM, 1 TR + any incoming 6th Graders TBD in September) Schedule Thursdays: 2:30pm - 4:30pm (Ms. Fostinis and ELA Teacher 60 min rotation Groups 1 & 2) Fridays: 2:30pm - 4:30pm (Ms. Akter and Math Teacher 60 min rotation Groups 3 & 4) Flow of the Day (Subject to Change) Book Club Critics Readers, Thinkers and Young Authors include: 1. Phonics 2. Fluency and Motivation in Reading 3. Vocabulary Development and word analysis 4. Spelling Skills/Number Sense/Math Concepts 5. Comprehension Strategies/Mathematical understanding and word story analysis 6. Writing Skills and Motivation to Write in ELA/Math/Science 7. Writing Conventions 8. Literary Response and Analysis Session Themes (Intervals of 3-4 weeks per session) Session 1-Visual Arts (art history and East Harlem, painting and technique, photography) Session 2-Book Making (create math concept maps, math art around the world, and math glossaries) Session 3- Broadcasting (interviews, create questionnaires) Session 4-Performing Arts (Reader's Theater, Improvisation, Poetry Slam Session 5-Book Clubs -Nonfiction Reading Exploration Projects Session 6-Music Session 7-Science and Gardening Appropriate materials for Vocabulary Development, Reading, Writing and Math Workbooks will be purchased for this Title 111 After School Program as described below: A) Language Power ENL Curriculum; Into Reading ELA Curriculum; Math Curriculum. B) General supplies such as copy papers, pens, markers, pencils post-its, loose leaf, dry erase markers and poster boards.</p>
Rationale	See above
Subgroups and grade levels of students to be served	See above
Schedule and duration	See above
Language of instruction	See above
Number and types of certified teachers	See above
Types of materials	See above
Include any additional details here:	

The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,2,3,4,5,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>After a lot of our year focusing on how to deliver instruction the best way in a remote environment and engagement, the staff at PS/MS 7 focused on Culturally and Historically Responsive Education and how to meaningfully imbed it into our curriculum. All teachers received training in the Spring of 2023, and we will continue to revisit and revise our work through the 2022-2023 school year. Also, we now are implementing a new curriculum and will be supporting our teachers with professional development. ELA teachers will receive professional development for HMH since it is a new reading and writing program being implemented this year by the whole school. Middle School Math teachers will receive professional development for the Envisions Math Program since it is their first year implementing this program. Staff will engage in 5 cycles of professional development on data informed instruction, explicit instruction, small group instruction, providing quality feedback, and how we analyze our work within the CHRE framework. Staff will engage in 3 cycles of professional development on how to analyze data to formulate reading small groups, and adjust instruction to meet the needs of all students. Staff will engage in 3 cycles of professional development break-out sessions based on teachers' needs and grade level including support in guided reading (K-2), books clubs to support reading skills (3-8), math talk, etc. During the school day, the instructional coach will lead a model classroom visitation and individualized teacher support. The instructional coach will visit classrooms to create an action plan for teachers in six week cycles to support the various instructional needs of teachers and create groups based on those needs. Staff will also incorporate inter-visitations to identify the best practices to share across grade levels, in particular with the HMH reading and writing program. The ENL Teacher will also facilitate 3 Monday PDs (October, February, and May) throughout the school year to turnkey information to staff about: 1 - Current List of MultiLingual Learners in the school building with Grade level, class, and English Language Proficiency (ELP). 2 - Share data related to Beginning, Middle, and End of Year Assessments for MLL Running Records and ELP's. 3 - Share strategies to help support MLLs complete Grade Level Work in their classrooms. 4 - Collaborate with teachers to determine MLL strengths and areas of need that can be addressed during Afterschool Title III MLL program.</p>
<p>Rationale</p>	<p>See above</p>
<p>Teachers to receive training</p>	<p>See above</p>
<p>Schedule and duration</p>	<p>See above</p>
<p>Topics to be covered</p>	<p>See above</p>
<p>Name of provider</p>	<p>See above</p>
<p>Include any additional details here:</p>	

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>We, the administrators, staff and teachers of PS/MS 007, strongly believe that teaching is a shared responsibility between parents and the school community. Our Parent Town Hall is designed to build stronger relations with MLL parents, to keep them informed, actively involved in the planning and decision-making in the educational process of their children. They are encouraged to actively participate on the School Leadership Team and Parent Association. Our school will support parents and families of MLLs by providing workshops and courses. In addition, the parent coordinator, together with the ENL teacher, will host virtual events and workshops that engage parents in supporting their children in acquiring a deeper understanding of English and higher achievement on the NYSESLAT Tests. All letters of invitation will be provided to parents in their native language and English. February 2023: 007 Saturday Parent Academy: ENL Adult Beginner Course: Time: 10:00 AM - 12:00PM. This course focuses on fundamental grammar, common vocabulary terms, introduction to reading skills in English and Conversation practice. Parent will be immersed in an ENL intense course for oral communication. Adult Computer Class: Time: 1:00PM-3:00PM. This course is designed to develop parent's computer literacy and keyboarding skills with a focus on the use of Microsoft word and Google classroom to support students in completing class assignments. Parent Workshops: April 2023: Session 1: NYSESLAT Parent Information Session: Overview of the NYSESLAT, the different proficiency levels, services their children are entitled to as MLLs, and how they can support their child to prepare for the NYSESLAT. May 2023: Session 2: Develop Academic Language at Home. Supporting MLLs with a focus on Reading Comprehension. Parents will be introduced to various ways they can read with their child to support thinking, questioning, accountable talk, summarizing, synthesizing, and drawing conclusions. Specific work with vocabulary will also be highlighted. Parents will partner with their children to engage in reading activities. June 2023: Session 3: Preparing ELLs to Tackle Word Problems in Mathematics. A focus on how to read word problems by playing Math games with their children.</p>
Rationale	See above
Schedule and duration	See above
Topics to be covered	See above
Name of provider	See above
How parents will be notified of these activities	See above
Include any additional details here:	

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

Allocation Amount (\$):	\$12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>We, the administrators, staff and teachers of PS/MS 007, strongly believe that teaching is a shared responsibility between parents and the school community. Our Parent Town Hall is designed to build stronger relations with parents, to keep them informed, actively involved in the planning and decision-making in the educational process of their children. They are encouraged to actively participate on the School Leadership Team and Parent Association. Our school will support parents and teachers by providing workshops and courses in literacy and Mathematics to support their children in meeting the standards. Therefore, high quality and professional development strategies will exist in the following area concentration ELA and Mathematics.</p>
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>Our school provides orientation and open school Curriculum night for parents in August and September. We coordinate family classroom visitors for scholars to have a smooth transition from early childhood to elementary school. The teachers provide a parent workshop that offers parents helpful tips on ways to help children in the early childhood program transition to elementary school. We also establish a student individual transition time, allowing enough time so children gradually transition from a half a day program to a full day program.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

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

Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school’s annual goals.	
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students’ holistic development.	

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school’s ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School’s systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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