**2022-2023**

# COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

| DBN | 06M048 |
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| School Name | P.S. 048 P.O. Michael J. Buczek |
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| Principal | Camilo Mejia |
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# COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

## TABLE OF CONTENTS

# SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

## Overview of Comprehensive Education Planning

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

**The Education Planning Process**

| STEP 1: IDENTIFY AREAS OF CONCENTRATION |
| STEP 2: ENGAGE IN A NEEDS ASSESSMENT |
| STEP 3: DEVELOP SMART GOALS |
| STEP 4: SET PROGRESS MONITORING TARGETS |
| STEP 5: CREATE PROGRESSIVE ACTION STEPS |
| STEP 6: FAMILY & COMMUNITY STRATEGIES |
| STEP 7: ALIGN BUDGET TO THE GOAL |

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

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

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

## CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*

- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

Additional resources and supports are available below.

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

# SECTION 2: SCHOOL INFORMATION

## School Information

| School Name: | PO Michael J. Buczek |
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| District Borough Number (DBN): | 06M048 |
| --- | --- |

| Grades Served: | Pre-K-5 |
| --- | --- |

| School Address: | 4360 Broadway New York, NY 10033 |
| --- | --- |

| Phone Number: | 917-521-3800 |
| --- | --- |

| Fax: | 917-521-8305 |
| --- | --- |

| School Contact Person: | Camilo Mejia |
| --- | --- |

| School Contact Person Email Address: | cmejia@schools.nyc.gov |
| --- | --- |

| Principal: | Camilo Mejia |
| --- | --- |

| United Federation of Teachers (UFT) Chapter Leader: | Jose Pena |
| --- | --- |

| Parents' Association President: | Blanca Hernandez |
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| SLT Chairperson: | Jose Pena |
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| Title I Parent Advisory Council Chairperson (PAC): | Blanca Hernandez |
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| Student Representative(s) Middle /High School: | N/A |
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| Student Representative(s) Middle /High School: | N/A |
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| Community Based Organization (CBO) Representative: | Elizabeth Jimenez |
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| School-Based Students in Temporary Housing (STH) Liaison: | Rosario Saldana |
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## District Information

| Geographic District: | 06 |
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| Superintendent: | Manuel Ramirez |
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| Superintendent's Office Address: | 333 7 th Ave, 8 th floor, New York, New York 10001 |
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| Superintendent's Email Address: | mramirez4@schools.nyc.gov |
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| Phone Number: | 917-521-3800 |
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| Fax: | 917-521-8305 |
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# 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 | |
|---|---|---|---|
| Camilo Mejia | Principal or Designee* | | |
| Jose Pena | United Federation of Teachers (UFT) Chapter Leader or Designee* | | |
| Blanca Hernandez | Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President* | | |
| N/A | District Council 37 (DC 37) Representative (staff), if applicable | | |
| Blanca Hernandez | Title I Parent Advisory Council Chairperson (or alternate) | | |
| N/A | Student Representative (Required for middle and high schools) | | |
| N/A | Student Representative (Required for middle and high schools) | | |
| N/A | CBO Representative, if applicable | | |
| Nicole Rodriguez | Member/Teacher | | |
| Martha Forman | Member/Teacher | | |
| Isabel Valenzuela | Member/Teacher | | |
| Karla Ferreiras | Member/Parent | | |
| Natalia Padilla | Member/Parent | | |
| Kenia Jorge | Member/Parent | | |
| Braulia Hidalgo | Member/Parent | | |
| Deliry Carela | Member/Parent | | |
| Gianni Echenique | Member/Parent | | |
| Vandyke Johnson | Member/Parent | | |
| Androniki Kekos | Member/Parent | | |
| | | | |

# Additional Stakeholder Signature Page

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

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

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Camilo Mejia | Principal | |
| Jose Pena | UFT Chapter Leader | |
| Blanca Hernandez | Parent Association President | |
| Nicole Rodriguez | Teacher | |
| Martha Forman | Teacher | |
| Isabel Valenzuela | Teacher | |
| Karla Ferreiras | Teacher | |
| Natalia Padilla | Parent | |
| B | Parent | |
| J | Parent | |
| A | Parent | |
| B | Parent | |

# SECTION 4: SCHOOL SUMMARY

## School Summary

| Your School's Accountability Status: | Good Standing |
|---|---|

| Provide your school's mission statement: | At PS 048 all members of the school community will be treated with equality, dignity and respect. We must engage students actively in the learning process while they are working to achieve their full potential as competent, respectful, socially responsible citizens. We must facilitate academic excellence by enabling all students to attain maximum academic achievement. |
|---|---|

| Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:<br><br>Include demographic information about your school's student population. | Students at PS48 develop a love of learning, a commitment to community, and pride in seeing themselves meet their goals. These future leaders value the friendly and positive environment that surrounds them when they walk in the building - a building filled with committed staff, a strong parent association and peers that they collaborate with and learn from. PS48 has been re-energized with a lively school spirit, in thanks to activities like themed "Fun Fridays", morale-boosting pep rallies, celebrations of student work and friendly competitions. All students can find their place within these halls, whether they are interested in sports, performing arts, STEM, cooking and so much more. Workspaces in and out of the classroom allow for individualized learning, from interactive boards to flexible seating and combinations of whole-class and small group teaching. Class settings include dual-language programs, inclusive education, and smaller class sizes; this allows all students at PS48 to get what they need to be successful. We are a continuously evolving school with a focus on technology, allowing for better parent communication, and opportunities for interactive learning through programs such as MyOn and iReady. All of these assets help our students develop a "Growth Mindset", setting them on the path to be responsible and accountable learners who are college and career ready! |
|---|---|

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

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

| Content Area (Indicate ELA and Math Only) | Grade Band | Digital and/or Print Curricula/Program | Adaptations |
|---|---|---|---|
| ELA | K-5 | SAVAAS | differentiated lessons and activities |
| ELA | K-5 | My View | Small group work tailored to the needs and aligned with the lesson. Differentiated lessons and activities |
| Math | K-5 | Envision | differentiated lessons and activities |
| | | | |

# 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) |
|---|---|---|
| Progress monitoring and immediate feedback to structure intervention 3-4 times a week | Weighted Academic Achievement and Core Subject Performance in 2018-2020 (2 consecutive years) was at a level 2. Data from 2019-2020 School Performance Dashboard | students do not currently take an active role in evaluating their own work, utilizing rubrics/checklists consistently to determine their own understanding and take ownership of their own next steps (creating independent learners) |
| SMART Goal Setting and set high expectations to increase academic achievement and core subject performance from level 2 to level 3 | Weighted Academic Achievement and Core Subject Performance in 2018-2020 (2 consecutive years) was at a level 2. Data from 2019-2020 School Performance Dashboard | teachers should model and students need to set short and long term goals in all subject areas as part of progress monitoring. |
| RTI to increase academic achievement and core subject performance from level 2 to level 3 | Weighted Academic Achievement and Core Subject Performance in 2018-2020 for (2 consecutive years) was at a level 2. Data from 2019-2020 School Performance Dashboard | small group instruction is needed 3 -4 times a week for students performing high 2s low 3s. |

**Elementary/Middle School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in 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 | 6% tier 1 (17 students) on or above above grade level | By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 6% tier 1 (17 students) on or above grade level to 16%, as measured by i-Ready Reading . |
| All Students | 45% (120 students) approaching grade level | By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 45% (120 students) approaching grade level to 55%, as measured by i-Ready Reading. |
| All Students | 49% tier 3 (134 students at risk) | By June, 2023, Elementary/Middle School ELA for All Students will Decrease 10%, from 49% tier 3 (134 students at risk) to 39%, as measured by i-Ready Reading. |

## 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 November 11,2022 | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| i-Ready Reading | Tier 1 Performance | 6% | 2% | 4% | 4% |
| i-Ready Reading | Tier 2 | 45% | 2% | 4% | 4% |
| i-Ready Reading | Tier 3 | 49% | 2% | 4% | 4% |

## Action Planning - August to January

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?) |
|---|---|---|
| 09/10/2021 | 02/03/2022 | Explicitly teach vocabulary, language structures and build on knowledge to increase comprehension. |
| 09/10/2021 | 02/03/2022 | Teachers will engage in periodic progress monitoring. This will be accomplished by developing periodic performance tasks, goal setting, and action planning geared to improve student progress within and across grades. |
| 09/10/2021 | 02/03/2022 | Teachers will engage in data analysis to plan lessons and activities. |

## Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|---|---|---|
| 03/01/2022 | 06/22/2022 | Explicitly teach vocabulary and language structures. |
| 03/01/2022 | 06/22/2022 | Teachers will continue to engage in periodic progress monitoring. This will be accomplished by developing periodic performance tasks, goal setting, and action planning geared to improve student progress within and across grades. |
| 03/01/2022 | 06/22/2022 | Teachers will continue to engage in data analysis to plan lessons and activities that include strategies for English Language Learners, including visuals, multiple opportunities to engage in meaningful conversations with peers and spiral review of vocabulary and concepts learned. |

## 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) |
|---|---|---|---|
| 09/10/2021 | 06/30/2022 | Publishing Parties | ACDP |
| | | | |

| | |
|---|---|
| Human Resources | MyView Facilitator |
| **Instructional Resources** | MyView assessments and I-READY |
| **Schedule Adjustments** | Assessments three times a year and classroom assessments. |
| **Other Resources Needed** | Additional Professional Development |

# 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) |
|---|---|---|
| Response To Inteventation | 1.8 average proficiency for lowest third - (2019-2020 School Performance Dashboard) | Schedule structure may not include RTI sessions with lowest performing students |
| Differentiated Instruction | School's levels 3 and 4 at 30%, 13% lower than than the district - (2019-2020 School Performance Dashboard) | Instructional rigor due to a lack of familiarity with core curriculum across the grades |
| ELL support in mathematics across grades | ELL's proficiency level is at 3% as measured by the 2022 NYS State Math test | Lack of resources/training on how to support ELL in the content areas |

**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 | 22 | By June, 2023, Elementary/Middle School Math for All Students will Decrease 7%, from 22% to 15%, as measured by Students performing 2 or more grades below grade level in the I-Ready 2023 Final Diagnostic . |
| All Students | 18% | By June, 2023, Elementary/Middle School Math for All Students will Increase 12 percentage points, from 18% to 30%, as measured by 2023 NYS Math Test. |
| English Language Learners (ELL) | 3% | By June, 2023, Elementary/Middle School Math for English Language Learners (ELL) will Increase proficiency scores by 10%, from 3% to 13%, as measured by the NYS Math Test. |

**Progress Measures and Targets**

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | 9/30/22 | | | |
| I-Ready Math End Diagnostic | 2 or more grades below grade level | I-Ready Diagnostic | 35% | 20% | 15% |
| I-Ready Math End Diagnostic | Level 3 ane 4 in I-Ready Diagnostic | I-Ready Diagnostic | 15% | 25% | 35% |
| NYS Math Test | Levels 3 and 4 | I Ready Diagnostic | 3% | 8% | 13% |

## Action Planning - August to January

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?) |
|---|---|---|
| 08/30/2021 | 11/28/2021 | Teachers will analyze base-line of a lesson unit assessments and examen student success in getting the students to reflect on their progress and next steps for small group instruction and re-examination. |
| 10/22/2021 | 02/22/2021 | Lessons are tailored so that it targets students strengths and needs; through the use of periodic unit test. |
| 10/22/2021 | 02/22/2021 | Teachers will conduct virtual conferencing so they can observe the strategies that the students use to tackle problems, do problem solving and check for misconceptions. |

## 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?) |
|---|---|---|
| 03/01/2021 | 06/22/2021 | Teachers will analyze base-line of a lesson unit assessments and examen student success in getting the students to reflect on their progress and next steps for small group instruction and re-examination. |
| 03/01/2021 | 06/22/2021 | Teachers will continue to conduct virtual conferencing so they can observe the strategies that the students use to tackle problems, do problem solving and check for misconceptions. |
| 03/01/2021 | 06/22/2021 | Focusing on extended response questions so students can explain their understanding of a concept and argue why an answer is correct, |

## 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) |
|---|---|---|---|
| 09/06/2021 | 06/25/2022 | Teacher workshop for parents on Math skills parents can do at home | ACDP |
| | | | |

| | |
|---|---|
| Human Resources | Envision Math Facilitator |
| **Instructional Resources** | Envision Math Assessments and I-READY |
| **Schedule Adjustments** | Assessments three times a year and classroom assessments |
| **Other Resources Needed** | Additional Professional Development |

# 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) |
|---|---|---|
| Professional Reading Book Club | District 6 Priority Goals 2021-2022 and from (2018 School Quality Snapshot) 67% of teachers say that adults at their school have access to school-based supports to assist in behavioral and emotional escalations for all students. | More ongoing professional learning opportunities is needed to deepen understanding and build competency in equitable instructional and behavior practices. |
| Create assessment and appropriate support systems to include and sustain all learners in quality learning in an equitable manner. | District 6 Priority Goals 2021-2022 | not all staff members have been involved in tiered professional learning opportunities to support SWD and MLL students effectively. |
| Grade Common Planning | 71% of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level (2018 School Quality Snapshot) | schedule: need grade common planning to collaborate best practices to support all diverse learners. |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|---|---|---|
| Equity & Student Voice | 86 | By June, 2023, practices related to Social-Emotional Support will improve 5%, from 86 to 91%, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice. |

**Progress Measures and Targets**

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | 10/1/2022 | | | |
| NYC School Survey | Improved Equity and Student Voice | 86 | 1% | 2% | 2% |

**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?) |
|---|---|---|
| 09/10/2021 | 01/01/2022 | Schedule weekly cabinet meetings to discuss any and all relevant and important issues that affect the school. |
| 09/10/2021 | 01/01/2022 | Classroom teachers (GenEd, self-contained ENL, ICT, DL) meet in weekly grade meetings to discuss instructional planning, best teaching practices, curriculum pacing etc. and often these meetings involve interpreting data trends and assessment results to better meet our ELL students' needs. |
| 09/10/2021 | 01/01/2022 | Provide ongoing professional development sessions and book clubs for teachers to discuss best practices in creating a safe and equitable environment. |

## 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?) |
|---|---|---|
| 02/10/2022 | 06/07/2022 | Continued to schedule weekly cabinet meetings to discuss any and all relevant and important issues that affect the school. |
| 02/10/2022 | 06/07/2022 | Classroom teachers (GenEd, self-contained ENL, ICT, DL) meet in weekly grade meetings to discuss instructional planning, best teaching practices, curriculum pacing etc. and often these meetings involve interpreting data trends and assessment results to better meet our ELL students' needs. |
| 02/10/2022 | 06/07/2022 | Discuss the impact and analyze data trends that came from professional development sessions and/or book club discussions. |

## 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 | 06/25/2022 | Monthly meetings | ACDP |
| | | | |

| | |
|---|---|
| Human Resources | Cabinet, Consultation Team, SLT |
| **Instructional Resources** | N/A |
| **Schedule Adjustments** | Monthly Meetings |
| **Other Resources Needed** | N/A |

# AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

## Priority Needs and Root Causes

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

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

| 1. Priority Need | 2. Data Trend(s) (Cite Data Source & Year) | 3. Root Cause(s) |
|---|---|---|
| If grade common planning is incorporated within the schedule, teachers can effectively plan differentiated assignments. | | Differentiation |
| Create student checklists aligned with Next Generation Standards in ELA and Math | | Gradual release of independence |
| 74% of students with IEP are performing at a level 1 in the NYS State Math test | NYS Math Test (2022) | Training on tailoring instruction to students with IEP in the math classroom/ Training teachers on how technology can support IEP students in mathematics |

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’sPotential 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) | 5 | By June, 2023, Students with Disabilities (SWD) performing at a level 3 or 4 in Math will increase 15%, from 5% to 20%, by the NY State Math test. |
| All Students with Disabilities (SWD) | 12 | By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will decrease the number of level 1 on i-Ready data reports by 3 students, from 12 to 9 students, as measured by i-Ready ELA Progress monitoring . |

**Progress Measures and Targets**

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | 09/23/23 | | | |
| Math Iready Results | An increase of level 3 and 4 | Sept. 2023 | 5% | 12% | 20% |
| i-Ready ELA Data Report | A decrease on the number of students performing at level 1's on the ELA State Exam | 12 students | 12 students | 11 students | 10 students |

**Action Planning**

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

| Start Date | End Date | Areas of need | Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?) |
|---|---|---|---|
| 09/18/2020 | 01/22/2021 | Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment | - Students are evaluated using periodic progress reports, annual reviews, and triennials to discuss progress with team. |
| 09/18/2020 | 01/22/2021 | Develop appropriately rigorous standards-aligned annual goals | - Analyze data and create SMART goals aligned to priority standards to assess students' strengths and weaknesses. |
| 09/18/2020 | 01/22/2021 | Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum | - Provide ongoing professional development sessions for teachers to learn about the criteria needed to in an IEP evaluation form. |
| 09/18/2020 | 01/22/2021 | Ensure that programs and services mandated on each student's IEP are delivered. | - Bi-weekly meetings are conducted with related service providers to discuss student progress. |
| 09/18/2020 | 01/22/2021 | 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. | - Know the students' strengths and interests and plan accordingly for post-secondary goals and transition activities. |
| 09/18/2020 | 01/22/2021 | Conduct IEP meetings within specified compliance dates. | - Teachers schedule annual reviews and write IEPs before the meeting date - Increase collaboration between teachers, liaison and school psychologists |
| 09/18/2020 | 01/22/2021 | Monitor referrals to Special Education to ensure appropriate referrals only. | - School Implementation Team discusses possible referrals during meetings. |

**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) |
|---|---|---|---|
| 09/10/2021 | 06/25/2022 | Parent Meeting | ACDP |
| | | | |

| | |
|---|---|
| Human Resources | IEP Teacher |
| **Instructional Resources** | Teacher reports and I-READY |
| **Schedule Adjustments** | three assessments a year |
| **Other Resources Needed** | Professional Development |

# 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 | Reading 2 below grade level | Fountas and Pinnell Guided Reading | Small group | During and after school 3 times a week | yes |
| Tier 2 and 3 | reading more than 2 reading levels and needs basic foundational skills to support reading. | Wilson Fundations | Small group | During and after school 3-4 times a week | no |
| Tier 3 | Basic foundational and comprehension skills | I-Ready | one-to-one | During and after school everyday | yes |

## 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) |
|---|---|---|---|---|---|
| CAM Program Tier 2 | PK-2 Students | SEL Curriculum | Small Group | During School | Yes |
| NYP Clinician Tier 3 | Referral | SEL Counseling | One to One | During School | No |
| Wellness Tier 2 | PK-5 Students | SEL Curriculum | Small Group | During | Yes |

## Students in Temporary Housing (STH) Support

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

| Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need. | 77 |
|---|---|

| Describe the services you are planning to provide to the STH population. | The staff at PS 48 extends support to Families. The Counselor checks-in with both parents and students. The school provides resources to the families from the community and links them with outside agencies to assist and give support to the families when in need. The school gives students supplies |
|---|---|

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

# Parent and Family Engagement Policy

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

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

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

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

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

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

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

# School-Parent Compact (SPC)

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

| I. School Responsibilities: High Quality 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: | 06 |
|---|---|
| Borough: | Manhattan |
| School Number: | 048 |

## 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 | Camilo Mejia |
| Assistant Principal | David Chung |
| Coach | |
| Coach | |
| English as a New Language (ENL)/Bilingual Teacher | Tanya Austrie, Rachell Marzola |
| School Counselor | |
| Teacher/Subject Area | |
| Teacher/Subject Area | |
| Parent | |
| Parent Coordinator | Arlene Tavarez |
| Related-Service Provider | |

## C. Teacher Qualifications

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

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

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

## 2. Certified Teachers with a Bilingual Extension

| | | |
|---|---|---|
| Number of certified teachers with a bilingual extension currently teaching in a bilingual program: | | 4 |
| Number of certified teachers with a bilingual extension not currently teaching in a bilingual program: | | |
| Number of teachers certified to teach students with disabilities that also have a bilingual extension: | | 1 |

## 3. Foreign Language/World Language Certified Teachers

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

## D. Student Demographics

| | |
|---|---|
| Total number of students at your school (excluding pre-K): | 343 |
| Total number of current ELLs at your school: | 135 |
| Total percentage (%) of current ELLs at your school: | 39.4% |
| Total number of former ELLs at your school: | 10 |
| Total percentage (%) of former ELLs at your school: | 2.9% |

## PART II: BILINGUAL PROGRAMS

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

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

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

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

| | Program Type | Language | School Yr Opened | k | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TBE | 0 | | | | | | | | | | | | | | | | 0 |
| TBE | | | | | | | | | | | | | | | | | 0 |
| TBE | | | | | | | | | | | | | | | | | 0 |
| DL | Dual Language | Spanish | | 1 | 1 | 1 | 0 | 0 | 1 | | | | | | | | 4 |
| DL | | | | | | | | | | | | | | | | | 0 |
| DL | | | | | | | | | | | | | | | | | 0 |
| | | | | total: 1 | total: 1 | total: 1 | total: 0 | total: 0 | total: 1 | 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)? | Yes |
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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**.

| 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]). <br><br> Stand-alone English as New Language (ENL) | At P.S. 48, we provide stand-alone ENL to students who are at the Entering and Emerging levels. ENL teachers provide stand alone instruction according to grade level and/or proficiency level. These students are grouped in either a K/1, 2/3 or 4/5 group and meet at least 4x/week in the stand-alone setting. The ENL teachers also collaborate with the classroom teachers to provide instruction that supports the work that is being done in the classroom as well as instruction that supports the student's acquisition of English. |
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| Integrated English as New Language (ENL) | At P.S. 48, we provide Integrated English instruction through all core content areas, with a focus on ELA. ML/ELLs who are at the Entering, Emerging, Transitioning, Expanding and Commanding levels are receiving at least 180 minutes of Integrated instuction per week. ENL service providers and classroom teachers meet at weekly grade team meetings and unit/lesson plans are shared through Google Drive. The teachers meet to discuss what is being covered in the classroom and discuss strategic ways that the ENL out of classroom can support all students in the classroom as well as the students who are being serviced. The teachers discuss different team teacher methodologies and apply an approach that best services the students and enables them to access the learning outcomes of the lesson. |
| Bilingual Education (If applicable) <br><br> ▪ Transitional Bilingual Education (TBE) program <br> ▪ Dual Language (DL) program | At P.S. 48 we have a Dual Language program with a target language of Spanish. |

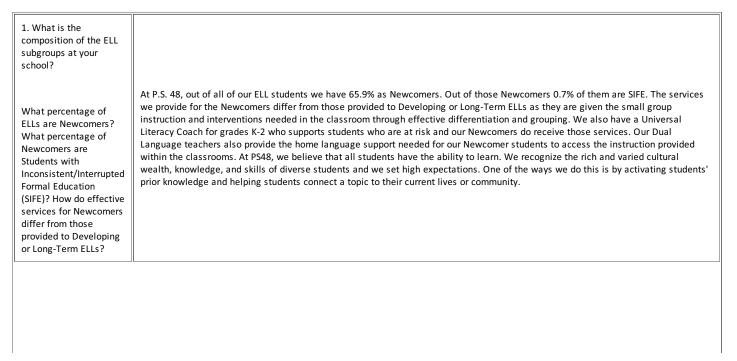| 2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model? | At P.S. 48 our ENL team looks at all of the ENL students who are enrolled into our school and looks at the mandated minutes based for each ENL student. From there we look at the programs that they are enrolled in determine a plan of delivering the mandated number of instructional minutes to each ENL student. The bilingual program we have is a Dual Language program that follows a 50/50 model where one day is taught in English and the following day is taught in our target language of Spanish. ENL students who are enrolled in the Dual language program are given English supports through that program and a teacher who has a Bilingual Extension license. Within the classroom, small group and differentiated instruction is delivered to meet learning needs of all students. Students who are not enrolled in our Dual Language program are given Stand-Alone and Integrated ENL services by our out of classroom ENL teachers. The ENL teachers work closely with the classroom teacher to provide supports that no only support the student in their acquisition of the English language but also support their academic needs in the classroom. |
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| 3. For schools with Dual Language programs: | |
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| 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 | At P.S. 48 we have a self-contained Dual Language model. Within that program English proficient students and ELLs are integrated 100% of the day as each Dual Language class has a mix of English proficient and ELL students. |
| In which language(s) is each core content area taught? | In our Dual Language program each core content area is taught in Spanish and English based on the 50/50 model. In our monolingual classes each core content area is taught in English. |
| How is instruction designed to include both languages? | At P.S. 48, we have purchased the curriculum MyView which has a 100% Spanish component built in so that the Dual Language teachers can teach the content in the 50/50 model. The texts within the MyView curriculum are authentic texts written by authors of Spanish speaking heritage. Through this curriculum coupled with planning, the Dual Language teachers deliver instruction in both languages in a way that effectively empowers students to access the standards and grow in their first and second languages. |
| Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)? | At P.S. 48, emergent literacy is taught in the child's home language and second language at the same time through the 50/50 Dual Language model. This work is supported through curriculum that we have purchased called MyView which has an emergent literacy program in English and Spanish. We also utilize Estrellita to support emergent literacy instruction in the child's home language. |

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

# PART IV: ASSESSMENT ANALYSIS

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

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

| 1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs? | At P.S. 48, out of all of our ELL students we have 65.9% as Newcomers. Out of those Newcomers 0.7% of them are SIFE. The services we provide for the Newcomers differ from those provided to Developing or Long-Term ELLs as they are given the small group instruction and interventions needed in the classroom through effective differentiation and grouping. We also have a Universal Literacy Coach for grades K-2 who supports students who are at risk and our Newcomers do receive those services. Our Dual Language teachers also provide the home language support needed for our Newcomer students to access the instruction provided within the classrooms. At PS48, we believe that all students have the ability to learn. We recognize the rich and varied cultural wealth, knowledge, and skills of diverse students and we set high expectations. One of the ways we do this is by activating students' prior knowledge and helping students connect a topic to their current lives or community. |
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| What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs? | At P.S. 48, out of all of our ELLs we have 0% of our students listed as Long-Term ELLs. |
| What percentage of students are former ELLs? How is your school providing services to former ELLs? | At P.S. 48, 2.9% of our ELLs are considered former ELLs. We provide services for our former ELLs through the integrated model in which a certified content area teacher and certified ENL teacher co-teach. Our classroom teachers also provide effective grouping/differentiation strategies to meet all of our learners and their needs. |
| 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? | When we look at the results of the NYSESLAT the breakdown for our school is the following: Spring 2019 NYSESLAT 97 ELLs and Former ELLs took the assessment ELLs scored ENTERING - 4 ELLs scored EMERGING - 14 ELLs scored TRANSITIONING - 30 ELLs scored EXPANDING - 39 Former ELLs scored COMMANDING - 10 The breakdown of the modalities for the Spring 2019 NYSESLAT were the following: In READING: 20 ELLs scored HIGH In WRITING: 33 ELLs scored HIGH In LISTENING: 25 ELLs scored HIGH In SPEAKING: 53 ELLs scored HIGH As a school, what stands out to us is that most of our students are scoring EXPANDING on the NYSESLAT which means that most of our students are 1 level away from COMMANDING and testing out of ENL services. The trends that we have noticed for each modality as a school is that we have seen a drastic increase in WRITING and SPEAKING. In 2018 0% of our students scored HIGH on the writing portion of the NYSESLAT as opposed to in 2019 33 ELLs scored HIGH. In 2018 31 students scored HIGH as opposed to in 2019 53 students (an increase of 22 students) scored HIGH on the NYSESLAT. This demonstrates that our students are making progress and that the school initiatives that we have put in place to increase student learning is proving itself effective. For example, our school has placed an emphasis on writing throughout the content areas and this year our Instructional focus is Collaborative Learning, Focus on Writing and the use of technology in classes |
| 3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams? | The breakdown of the 2019 state assessments for ELLs are the following: 2019 ELA State Assessment Level 1: 2 EMERGING 3 TRANSITIONING 1 EXPANDING Level 2: 4 TRANSITIONING 10 EXPANDING 2 COMMANDING Level 3: 1 COMMANDING 2019 Math State Assessment Level 1: 2 EMERGING 6 TRANSITIONING 3 EXPANDING Level 2: 2 TRANSITIONING 6 EXPANDING 2 COMMANDING Level 3: 1 EXPANDING 1 COMMANDING Level 4: 1 EXPANDING Based on this data, the relationship between student performance on the NYSESLAT and the ELA/Math State Assessments show us that our ELLs are performing better in ELA then they are in Math. This is encouraging because it demonstrates that our students are growing in their English Language Proficiency as they are able to read difficult texts and answer multiple choice questions and write about them. However, in math the data shows us that our ELLs are not performing as well. This could be attributed to the fact that for a student is able to solve a word problem they must be able to connect their use of the English Language with mathematical concepts. This data shows us that we must plan supports for our ELLs to help them grow in their use of the English Language as it applies to math. |
| 4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement? | The trends that we have noticed about the at-risk levels of ELLs at our school is that 28 ELLs are showing 0 at-risk indicators whereas 62 are showing 1 at-risk indicators. This demonstrates that a trend that most of our ELLs have only 1 at-risk indicator which means that are school is making progress in meeting the needs of our ELLs and reducing the number of ELLs who have more than 1 at-risk indicator. Attendance has a great influence on our ELLs achievement. We have noticed the ELLs who attend school regularly and on time are progressing well as they have established a routine for their learning. We have noticed that ELLs who are not attending school regular or on time are not making the growth that we hope for them to make. We have an attendance team that meets consistently to identify students who need support with their attendance and makes plan to apply that support to improve the attendance of our students. |
| 5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages? | The home languages of ELLs with the largest representation at P.S. 48 is Spanish with 130 students and families. The structures that we have in place to support communication and learning that values this language is that we have a Dual Language program. In our Dual Language program our target language is Spanish. One of our goals is to ensure that students do not lose their heritage but rather grow in it while growing in their second language. We also have in place a monthly awards ceremony for our Dual Language students to celebrate their accomplishments and their journey of learning a second language while growing in their first language. Lastly, our parent coordinator is very active in servicing any translation needs for our students and families. |

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| 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)? | Of our 114 ELLs, 113 are Hispanic and 1 Non-Hispanic. Of our 113 Hispanic ELLs, 14 identify ethnically as American Indian or Alaskan Native and 86 as white. Of our Non-Hispanic population, one identifies as multiracial. At P.S. 48 we include and acknowledge the diverse ethnicities of our ELL student population by valuing our Dual Language program. We first ensure that we have adopted curriculum that supports both learning and the child's first language/heritage. For our ELA program we worked to provide a curriculum that focused on mentor texts that was not just translated from English to Spanish but written by a Spanish speaking author for a Spanish speaking audience. For math we worked to provide a curriculum that successfully supports students in learning mathematical concepts in English and Spanish as well as supports students in solving word problems in both languages. Also, in our Dual Language program we hold a monthly awards ceremony that celebrates student achievement and acknowledges the heritage of our Spanish speaking students. We ensure that all backgrounds are acknowledged by teaching about a variety of cultures through our ELA and Social Studies curriculums. We also expose all of our students to a variety of ethnicities during holidays that take place throughout the year. Lastly, we have partnered with Columbia Presbyterian Hospital to provide a Social Emotional Learning curriculum called CAM. This program is for our PK-2 students and it teaches students important SEL skills of acceptance and inclusivity so that our students can have the foundation set for the approaches we have taken to provide a culturally responsive and sustaining education. |
| 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? | Below is the breakdown of our ELLs with IEPs for the Spring 2019 NYSESLAT Assessment: ELLs with IEPs scoring ENTERING - 3 ELLs with IEPs scoring EMERGING - 13 ELLs with IEPs scoring TRANSITIONING - 14 ELLs with IEPs scoring EXPANDING - 13 ELLs with IEPs scoring COMMANDING - 2 At P.S. 48 what we believe is impacting the results is an inconsistent focus of our Title III program and approach in our integrated ENL services. As a school we have made a commitment to address both issues. In years prior our Title III program was happening with an inconsistent focus. It was mostly focused on supporting classroom instruction as opposed to language acquisition. As a school we sought out support from our borough field office. From there we were given support in planning a Title III program that supported language acquisition and that was also engaging for students. We have seen a positive result as now the Title III Program has a clear focus and all stakeholders are benefiting from this change. Students and teachers are more eager to come to the program and as the content has become more focused it has also become more engaging which has positively impacted language acquisition for students. Another commitment we have made is to improve the quality of our integrated ENL services. We have noticed that there was little collaboration between our ENL out of classroom teachers and the classroom teachers for the integrated program. We sought out to train our ENL staff and teachers in the different co-teacher models. We also made a program switch that allowed for ENL teachers to join classroom teacher grade planning meetings. This created room for more collaboration and an improved quality of instruction for our ENL students, especially our ENL students who also have an IEP. |

# PART V: ML/ELL INSTRUCTION

## Strengthen Core Instruction

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

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| 1. How does the school's leadership team consider MLs/ELLs in the school's instructional design? | At P.S. 48, our Instructional Leadership Team considers MLs/ELLs in the school's instructional design by keep them at the forefront of our mind when making instructional decisions. This process begins with the types of curriculum we purchase and utilize. We first ensure that the curriculum is one of high expectations and quality instruction. We also ensure that the curriculum supports language acquisition. In ELA we are looking for a program that has texts that are authentic, meaning they are written by native speakers and for a native audience. In math we are looking for a program that is well translated and supplies ample supports in the forms of training and resources to support students who need further guidance. We have successfully purchased two curriculums that fit those criteria in both ELA and in math. Another way that we consider our MLs/ELLs in our school's instructional design is by analyzing and strengthening our Dual Language program. We are always looking to further train and support our Dual Language teachers so that they can deliver quality instruction to our ML/ELL students and support them in their language acquisition. |
| 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. | In our Dual Language program, all content areas are delivered in both languages by certified bilingual educators. In Stand-Alone ENL, content is delivered by certified ENL pedagogues based on data collected from baseline, formative, and summative assessments such as NYSESLAT, Fountas and Pinnell, iReady, etc. This data helps determine which content area ENL teachers should support ELLs when scheduling their mandated minutes. All other models provide instruction in English while accessing home language to allow students to construct meaning, either through an integrated or stand-alone approach. Teachers scaffold instruction through the use of realia, visuals, sentence frames/starters and explicit frontloading of vocabulary and language structures. Scaffolded instruction maintains the use of high-utility vocabulary found in rich tech texts. Our school leadership emphasizes cooperative learning in the classroom setting. Literacy is developed through content area instruction. We utilize a balanced literacy approach, where the teacher first introduces the day's essential question to the entire class through a mini-lesson, after which an independent work period is carried out. |
| 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. | The instructional strategies and grade-level materials that teachers of MLs/ELLs use to accelerate English language development is a curriculum called MyView. Our school chose this curriculum because it has a completely full version in Spanish with authentic texts that are written by Spanish speaking authors. This curriculum also has a Reading Writing bridge component that reviews necessary skills in phonics for students in K-2 and grammar for students in 3-5. Lastly, this curriculum has many resources for students who are at-risk and students who are above level. |
| 4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment? | ELLs with special needs are served in accordance with the mandates governed by their IEP. The students placed in monolingual ICT classes and self-contained SpEd classes are serviced by ENL teachers, as well as our bilingual SETTS provider. Those SWDs in Dual Language classes are seen by our bilingual resource room teacher, our bilingual speech teacher, bilingual social worker, bilingual psychologist, and bilingual guidance counselor. We also have students receiving occupational therapy and physical therapy across the program models. Some of our ELL students require one to one health paraprofessionals, who are all bilingual. Additionally, we have a PPC team that meets once a month to discuss our SWDs, both currently working off of IEPs, as well as those students who are being referred for evaluations and could become future SWDs. THis team is comprised of administration, the guidance counselor, IEP teacher, ELL lead teacher, social worker, and our school psychologist. Wherever possible, we aim to accommodate our ELL-SWDs with as much early intervention as possible. |

# Know Every Student Well

| SCREENERS | |
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| 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? | At P.S. 48 we are using several assessments to screen students and guide instructional planning for our ELLs. We use the Fountas and Pinnell reading assessments to identify reading levels in the beginning of the year. In September the first assessment is administered in order to determine which students have made progress over the summer, stayed the same or have declined. These scores allow the school to see where students are currently performing in reading fluency, comprehension, accuracy and rate, and identify areas of need and areas of progress for each ELL. Another assessment that is used is the computer-based program iReady. The iReady program implements a baseline assessment to assess literacy and mathematics skills. This baseline assessment provides immediate information about which skills students need most support with at the beginning of the school year. |

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| 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. | In ELA, mathematics, science, and social studies, ENL and DL teachers work with entering, emerging, transitioning and expanding ELLs in small groups to support them with the academic English skills needed to succeed in content areas. Other supports such as visuals, charts, and sentence frames are also provided. Our school provides support services as follows: small group instruction using ENL strategies in both guided reading and guided math groups and bilingual SETSS for ELL-SWDs. We also have a Universal Literacy Coach who provides at risk services for students who need support. The Universal Literacy Coach uses a program called Reading Rescue. |
| 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. | At P.S. 48 data from state-wide tests, as well as formative and summative assessments are used to guide instruction. Based on the data, ELLs who need intervention receive additional support in numerous ways. ELLs in need of additional support receive Fundations, as well as Tier I and Tier II support services. These services are provided by the classroom teacher, as well as out of classroom ENL staff, with Tier II services being specifically done in small groups. Students are tested at the end of learning cycles to measure their progress. |
| **FORMATIVE**<br><br>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? | At P.S. 48 we use formative assessments as well as curriculum-embedded. and teacher-created assessments to guide instructional planning for our ELLs. Formative assessments such as the NYSESLAT and Fountas and Pinnell diagnostic reading assessments are used to inform instruction for our ELLs. The Fountas and Pinnell reading assessment is administered in September, February, and May. The data from this assessment will drive instruction by teachers using this data to guide their instruction for differentiation, creating student groups, and inform guided reading groups. Additionally, teachers will monitor student progress throughout the year. NYSESLAT scores are also used as a formative assessment to guide instructional planning. We use an RLAT report which reveals the NYSESLAT scores and the modality breakdown score in Speaking Listening, Reading, and Writing. This knowledge is valuable to teachers when working with their ELLs as it informs them of which modalities to target in their instruction. Additionally, scores from 2 years prior can also be seen on the RLAT report so teachers are able to see ELL students' progress. In addition to the math and literacy curriculum-based assessments, our school implements formative assessments through a program called iReady. This computer-based assessment provides important data to teachers as it shows specific skills students excel in, as well as skills students need more support in. Teachers use iReady assessment data to provide differentiated group and individualized instruction. Finally, teacher-created assessments such as quizzes, homework and entry/exit tickets are used to inform instruction and grouping. |
| 2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year? | In our DL program ELLs are appropriately evaluated all throughout the year as they are consistently utilizing their HL in class with their teachers assessing and evaluating their progress. In addition, ELLs are appropriately evaluated in their home language of Spanish through the administration of the Fountas and Pinnell benchmark assessment, which is given in both Spanish and English, It is carried out three times a year. This assessment provides the school with key data points from which to garner information about students' reading fluency, their ability to decode, and comprehension. In addition, students are provided extensive opportunities to access information in their home language via books, software, internet resources, and interactions with community leaders. Our DL classroom libraries feature a large number of varying levels of texts in the students' home language. Students are able to read books in their home language, discuss their findings in a small group using their home language and then have an opportunity to summarize in English. The libraries are consistently growing due to grants, fundraisers, and yearly purchase orders through the school budget. |

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| **SUMMATIVE**<br><br>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). | Summative and baseline/benchmark assessments used to identify progress and areas of need include the Fountas and Pinnell diagnostic reading assessment and curriculum-based baseline and performance tasks in literacy and math. The Fountas and Pinnell reading assessment is administered in September, February, and in May. Through this assessment the teachers can determine which students have made progress over the summer, stayed the same, or have declined. These scores also allow us to see where students are currently performing in reading fluency, comprehension, accuracy and rate, and identify areas of need and areas of progress for each ELL. Another summative assessment that will be used is the curriculum based assessments. These assessments will allow us to track student progress and identify particular areas of need within our ELL population. For summative assessments, in literacy we use MyView end of of unit project based assessments. In math we administer an assessment at the end of each unit as well as a performance task. These assessments will allow us to target specific areas of need for our ELLs as the data from these assessments can indicate which skills we need to focus on most to support our ELLs. |
| 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. | At P.S. 48 our NYSESLAT administration plan is to ensure that the NYSESLAT is successfully administered to all ELLs who qualify. The staff who will administer the assessment will be our Dual Language classroom teachers, as well as our ENL out of classroom teachers. The Dual Language teachers will receive all the ELLs for their grade who qualify for the assessment. They will swap their students who do not qualify to their grade level colleagues. The out of classroom ENL teachers will administer the NYSESLAT to students who require testing accommodations as per their IEP. There will 2-3 days at the end of the assessment for administration of makeups which will be done by the out of classroom ENL teachers. The staff members who will score the assessment will be the out of classroom ENL teachers as well as two additional Dual Language teachers who will receive coverage. This team will be trained by administration in scoring the assessment and will work to score the written portions of the NYSESLAT for the school. ELLs and former ELLs will continue to receive mandated services during the testing period through their ELL providers during this time. As the entire day will not be allocated to the administration of the NYSESLAT, the out of classroom ENL teachers will provide their services at times when they are not administering the assessment. |

# Shared and Inclusive Curriculum

| Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum<br><br>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?<br><br>a. ELLs with IEPs | ELLs with IEPs engage with grade level content by first receiving their mandated services with fidelity. All teachers and providers collaborate on the student to help each other identify best practices in how to help the student access grade level content. Teachers are also trained through the PD plan on differentiation techniques and instructional engagement techniques so that students are receiving cognitively engaging instruction within their classroom. When an ELL's IEP annual review date is coming up teachers and providers meet to discuss what the best services and settings would be to support the child. |
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| b. SIFE | SIFE students in our Dual Language or ENL programs are supported by preparing for their specific needs on a nearly daily basis. Emergent reading materials in Spanish have been prepared for SIFE students in our third, fourth, and fifth grades. During the literacy block, SIFE, students read in Spanish even on English days in order to support their acquisition of basic grapho-phonic knowledge and beginning sight words. Guided reading is the primary means of delivering instruction to these students. "Study-buddy" structures support SIFE students when the teacher is instructing other groups. Lastly, as much as possible, SIFE students are pulled by qualified ENL instructors and/or other service providers such as our Universal Literacy Coach. |
| c. Newcomer | Newcomers are serviced by our ENL instructors in both a stand alone and integrated model. Our newcomers are also served by their classroom teacher with the support of the bilingual resource room teacher. Our literacy curriculum helps newcomers build comprehension skills and strategies. The newcomer students also engage in daily journal writing which is in addition to the already existing writing component. Similar to the SIFE students, newcomers are also pulled by qualified ENL teachers.service providers/guidance counselors to work in small groups to address any socio-emotional needs that may appear. |
| d. Developing | Developing students receive intervention services in small groups from both the classroom teacher and an ENL teacher if in a classroom where the lead teacher is not ESOL certified. Language modalities are targeted through explicit instructional strategies to build phonemic awareness, vocabulary, and syntactical skills. Teachers have been trained in appropriate front-loading of lessons to prepare children for the linguistic demands of the text. In addition in class interventions include guided reading to support fluency, accuracy, and comprehension. |
| e. Long Term | N/A |
| f. Former ELLs up to two years after exiting ELL status | Our former ELLs receive ENL services and supports for two years after testing at the commanding level on the NYSESLAT. They receive a minimum of .5 unit of study each week of Integrated ENL in ELA or a core content area. These students are also granted the exact same testing modifications as all ELLs. |
| 2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? | In the Dual Language program, students' home language is used 50% of the time. Newly arrived students and SIFE students receive foundational literacy support in their home language. All classroom libraries include home language selections. ENL classes provide home language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, such as letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. Teachers make every attempt to have materials about children's countries of origin in their classroom. |
| 3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy? | N/A |

# 21st Century Adult Learning

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|---|---|
| 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. | Our professional learning plan ensures that all staff incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs by strengthening our established partnership with Columbia Presbyterian. Through this partnership we have a program called CAM which is devoted to the social emotional needs of students through hospital based clinicians. These clinicians provide professional learning to all staff members, including administrators, in terms of the science behind the social emotional needs of students as well as practical next steps for students. This has resulted in our staff being more capable in supporting our MLs/ELLs with social emotional needs. We also offer professional learning that pertains to the academic needs of MLs/ELLs. We do have a devoted PD time on Mondays. During this time we first use data from teacher observations to target PD that is meaningful to our teachers to help them grow as pedagogues. We also utilize the supports given to us by our curriculum companies of MyView and Envision to supply all staff with PD on strong instruction. We will also provide PD specifically geared to help classroom teachers build schema for ML/ELLs by activating and strengthening students' prior knowledge when engaging in more complex texts. Other topics being considered are, "leveraging students' home language in the classroom," and "scaffolding reading and writing for the multilingual learner." |
| 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). | The P.S. 48 ILT determines the professional development that the school will be providing to the staff. Our school provides professional development to all teachers and administrators to address the needs of ELLs. These PDs take place every Monday during our mandated minutes of professional development. 15% of this PD for all teachers is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For all bilingual and ENL teachers, 50% of the PD hours is dedicated to language acquisition in alignment with learning standards, including a focus on best practices for co-teaching strategies and integrating linguistic goals and content instruction. |

## Strong Family-Community Ties

| | |
|---|---|
| 1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs. | At P.S. 48 we have worked hard to empower our ML/ELL families. Some of the ways in which we have done that are through our parent coordinator. Our parent coordinator has hosted many series both in person and online for families to have a better understanding of their rights, what mandated services their child is entitled to, how to navigate the DOE, and how to advocate for themselves. The parent coordinator is also the main contact to support families in getting a family advocate if needed. The parent coordinator has also setup a messaging system to inform parents of updates in the school and city. Lastly, the parent coordinator has setup a series of events called "Coffee with the Principal" where parents are able to come and ask whatever questions they may have with the principal. |
| 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. | PS 48 provides individual meetings with parents of ELLs during our weekly Parent Engagement Time, which takes place every Tuesday. Teachers meet with individual parents/guardians to discuss the goals of the program, language development progress, and also the most recent language proficiency results. Teachers keep written records of each parent meeting. If a phone conversation is held, translation services are always available. |

## Additional Information

| | |
|---|---|
| Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted. | N/A |

## PART VI: ELL IDENTIFICATION ATTESTATION

## Identification Plan

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

| | |
|---|---|
| 1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator). | At P.S. 48 we have several activities for our newly enrolled, current ELLs. One of those activities is our 5th grade basketball, baseball, and ballroom dance clubs. Students get an opportunity to try out to join the basketball, baseball, and ballroom dance teams where students get to participate in practicing and competing against other schools as a team. These programs are overseen by our physical education teacher. Another activity that we have is our Wellness team. This team is comprised of students who need to identify health issues that students are facing and come up with action plans to address those issues. These students serve as representatives for the entire student body. This program is overseen by one of our out of classroom ENL providers. The last activity we have is an opportunity for our students to take care of our school garden. Through the initiative of our art and ENL teacher we have obtained two school gardens. Through grants, we have also obtained a tool shed and gardening tools. Students are able to assist the teachers in taking care of the garden and enjoy the labor of growing their plants, flowers, and vegetables. This program is overseen by our ENL out classroom teacher and art teacher. |
| 2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications. | The members of our identification team include our two out of classroom ENL teachers and IEP teacher. The structures and process in place for the intake and identification of ELLs is that within 10 days of their arrival and registration to our school an ENL out of classroom teachers conducts the Home Language Survey. From there the teacher conducts a brief interview with the child and family, some basic academic questions are asked to get a sense of the child's ability. If a child qualifies, they are given the NYSITELL exam. If a child appears to have special needs, the IEP teacher is notified and the IEP teacher analyzes the child's ability to determine if a referral needs to be made. From there the ENL teachers conduct the parent orientation where they are shown the different programs our school provides. The final step is the support of parents of making their choice for which program they wish to enroll their child into. |

## 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 |
|---|---|---|---|---|---|
| Arlene | Tavarez | Parent Coordinator | | Yes | |
| | | | | | |
| | | | | | |
| | | | | | |

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

| First Name | Last Name | Title |
|---|---|---|
| | | |
| | | |
| | | |

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

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

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

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

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

| Language | Written Preferred | Percent Written | Oral Preferred | Percent Oral |
|---|---|---|---|---|
| Spanish | 386 | 61.66 | 391 | 62.56 |
| Arabic | 6 | 0.96 | 6 | 0.96 |
| English | 233 | 37.22 | 227 | 36.32 |
| Portugese | 1 | 0.16 | 1 | 0.16 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

| Language | # of Staff to Help with Written Translation | # of Staff to Help with Oral Interpretation |
|---|---|---|
| Spanish | 15 Staff Members | 15 Staff Members |
| Korean | 2 Staff Members | 2 Staff Members |
| | | |
| | | |
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| | |
|---|---|
| 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:<br><br>■ Part III of the Home Language Identification Survey (HLIS)<br>■ Automate The System (ATS) reports<br>■ Student Emergency Contact cards<br>■ Surveys conducted by your school. | At P.S. 48 we utilize the Home Language Identification Survey and ATS reports to determine the language preferences of the families in our school communities. We then use that information to plan ahead so that proper translation is available for important dates such as parent teacher conferences, town halls, and teacher meetings. We also use this information to prepare different tools to support with translation such as Google translate, the NYC DOE translation services, and situation staff members to support with translation. We also ensure that all important documents are translated in the appropriate languages so that families can access all important information. |

# PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

| Document Name | Month/Frequency Distributed to Families | How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents. |
|---|---|---|
| School Handbook | September | Spanish copy will be prepared |
| School Calendars | Monthly | Spanish copy will be prepared |
| School Letters | Every other week | Spanish copy will be prepared |
| | | |
| | | |
| | | |
| | | |
| | | |

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. |
|---|---|---|
| Open School Night | September | Translators will be acquired and utilized |
| Parent Teacher Conference | September, November, March | Translators will be acquired and utilized |
| Parent Outreach | Weekly | Translators will be acquired and/or the translation number will be utilized. |
| | | |
| | | |
| | | |
| | | |
| | | |

| 3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: | |
|---|---|
| (A) a school-wide emergency (i.e. lockdown, fire, etc..) | When a school-wide emergency happens our school utilizes a system called Remind to disseminate messages to families. Remind has a translating component embedded in it that parents can utilize. Our school secretary who is bilingual will also work with our school aides who are also bilingual who will call families when needed. |
| (B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..). | Our school aides who are bilingual will call the family to notify them of information pertaining to student attendance and/or emergency. |
| (C) If a parent has an emergency and needs to contact the school. | Our school aides who are bilingual will receive the call from the family in the event of an emergency and disseminate that information and relay it to the school. |

# 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 | Training and staff email |
| Over-the-Phone Interpretation Desk Aid | Training and staff email |
| Language Access Handbook | Training and staff email |
| T&I Unit InfoHub Link | Training and staff email |
| | |

| | |
|---|---|
| 1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook). | All staff members will be aware of the goals of the Chancellor's Regulation A-663 and other resources during our meetings in September before school starts. All of the important information will be given to them and all important documents will be sent for their access throughout the school year. Refresher meetings will be offered throughout the the school year. |

## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

| | |
|---|---|
| 1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:<br><br>▪ Translated signage<br>▪ Brochures/flyers/letters shared with parents<br>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)<br>▪ Messaging phone applications<br>▪ Parent's Guide to Language Access<br>▪ NYC Public School Guidebook | At P.S. 48 we will ensure that limited-English Proficient parents will be aware of their right to receive information in their preferred language through meetings that are setup with the principal and parent coordinator. Once a month a town hall style meeting with the principal and families is setup. During that meeting information on translation will be shared. From there the parent association and parent coordinator will be readily available to support families members who are seeking translation services and other important information regarding their rights for translation. |

## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

| | |
|---|---|
| 1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey. | The mechanisms that our school will use to gather feedback from limited-English-proficient parents is through ongoing conversations between the school staff and parents and communication between staff to administration to relay that information. Another mechanism we will use are the school surveys and other in house surveys that will be administered that look to seek out this information. |
| 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. | At P.S. 48 we plan to improve language services by improving our communication of the resources available through our school website. We have invested in a website company and are looking to establish a school website team that will work to organize and present resources for families. Included in those resources are translation and language access resources that are provided by the Department of Education and the school. |

# APPENDIX 3: TITLE III (LEP) APPLICATION

# TITLE III OUTLINE

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

<u>DIRECTIONS:</u> 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 48 PO Michael J. Buczek School |
| DBN: | 06M048 |
| **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.** | |
| This school is (select one): | NOT conceptually consolidated (must complete Part E of this document) |

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

| | |
|---|---|
| Total number of ELLs to be served: | 50 |
| Total # of teachers in this program: | 4 |
| # of certified ESOL/Bilingual teachers: | 4 |
| # of content area teachers: | 0 |

| | |
|---|---|
| Describe the direct instruction supplemental program here and include the<br><br>■ Rationale<br>■ Subgroups and grade levels of students to be served<br>■ Schedule and duration<br>■ Language of instruction<br>■ Number and types of certified teachers<br>■ Types of materials | The Title III program at P.S. 48's main goal is to support our ENL students in their language acquisition of English through engaging activities. Students will be working on their language acquisition through explicit grammar instruction, reading comprehension, writing, and learning the English language by learning about countries/cultures around the world. Students will be served 2 days a week for an hour and a half each day and the program will run from January to the end of May. Progress will be monitored by looking at student iReady data and tracking that data throughout the program. The materials that are being used will be distinct from what is used during the school day. |
| Rationale | The rationale for our program is because we have found that children learn another language best when the activities are engaging and fun. We want our Title III program to be a place where children want to go. We also want children to be engaged in tasks where they are conversing in English and we believe that the best way to do that is to engage the students in fun activities which is why we have incorporated a piece on learning about countries/cultures from around the world. Lastly, we want our students to feel represented but also inclusive as they learn about other cultures and their values. |
| Subgroups and grade levels of students to be served | The students whom we are serving will range from Entering, Emerging, Transitioning, and Expanding. The students will also range from 3rd to 5th grade. The students will be grouped by their grades so the students who are at a lower level can learn from the students who are at higher level. |
| Schedule and duration | The program will be on Wednesdays and Thursdays from 2:30-4:00. The program will run from January to the end of May. |
| Language of instruction | The language of instruction will be English. There is a component for the students to learn grammar to improve their grammar skills. |
| Number and types of certified teachers | There are 4 certified teachers with a TESOL license. |
| Types of materials | The materials that will be used are workbooks for reading comprehension from a company called Measure Up and iReady for progress monitoring. |
| Include any additional details here: | N/A |
| 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. | ,3,4,5 |
|---|---|

# PART C: PROFESSIONAL DEVELOPMENT

| Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:<br><br>- rationale<br>- teachers to receive training<br>- schedule and duration<br>- topics to be covered<br>- name of provider | The school's professional development plan for the Title III Program was for the teachers to gather to establish the topics that they will cover and the NearPod tool that could be utilized for delivering instruction. The teachers who are receiving the training are the four teachers who are teaching the program. The training is scheduled in the beginning, middle, and end of the program which spans from January to end of May. The topics that will be covered are the subjects that will be taught during the Title III program and tools that will be utilized to deliver instruction. |
|---|---|
| Rationale | The rationale for this professional development is to give teachers time to plan out their scope and sequence for their group in the Title III program. It is also meant to be a time where teachers can familiarize themselves with the material and plan out how to use it for the program. The mid-year PD time is meant for teachers to reflect on their approach and make necessary adjustments to their pedagogy for the program. |
| Teachers to receive training | The teachers to receive training will be the 4 teachers who will be working the Title III program. |
| Schedule and duration | The first training will be in the beginning of the program in January. The second training will be in the middle of March. |
| Topics to be covered | The focus of the professional development time will mostly be planning time for teachers to familiarize themselves with the materials. |
| Name of provider | The name of the company of the product being used is called Measure Up. |
| Include any additional details here: | N/A |

# PART D: PARENT ENGAGEMENT ACTIVITIES

| | |
|---|---|
| Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:<br><br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• how parents will be notified of these activities | The parent engagement piece of our Title III program is an end of year showcase where families will be invited to celebrate their children and their accomplishments throughout the Title III program. Another component of family engagement will be parent outreach by the teachers informing them of their child's progress throughout the program. |
| Rationale | The rationale for the end of year showcase is because there are a few families in the Title III program who, due to difficult circumstances, may not have many moments where they get to celebrate their children. The showcase will allow for those families to have a moment to stop and celebrate the achievements of their children. The showcase is also a way to bring families and the community together and build powerful relationships for the future. |
| Schedule and duration | The showcase will occur at the end of May when the Title III program ends. |
| Topics to be covered | N/A |
| Name of provider | N/A |
| How parents will be notified of these activities | The parents will be notified of these activities through our messaging platform REMIND and letters that are backpacked home. |
| Include any additional details here: | N/A |

# PART E: BUDGET

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

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|---|---|
| Professional salaries (schools must account for fringe benefits):-Per session -Per diem | $12,484 | 4 teachers and 1 supervisor will be hired for 48 hours of per session work each. |
| Purchased services -High quality staff and curriculum development contracts. | $2,500 | The material that was used was called NearPod. |
| Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed. | $736 | This was used for materials such as school supplies, papers, and such. |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | $15,720 | |

| | |
|---|---|
| Allocation Amount ($): | $15,720 |
| 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 |
|---|---|

## Part 2: All Title I Schools

| **High Quality and Ongoing Professional Learning:** Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards. | The areas of concentration for high quality professional learning for teachers and staff is in the Danielson Rubric 3c Engaging Students in Learning. We have seen that the instruction in the classroom needs to improve in this domain for student achievement to progress. We plan on implementing a professional development series on this domain to improve teacher practice to ensure that instruction is cognitively engaging and that differentiation is effectively implemented. |
|---|---|

## Part 4: Schoolwide Program (SWP)

| **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.). | At P.S. 48 we plan on having an annual needs survey to identify the area/areas of greatest need. From there we plan on having our Early Childhood teachers and Kindergarten teachers collaborate to ensure a smooth transition from Early Childhood to Kindergarten and beyond. |
|---|---|

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

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

For the last two columns of this table: Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u>, 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 | 2,949 | x | Parent Meeting, Parent Outreach, Parent Engagement |
| Title I, School Improvement 1003(a) | Federal | 294,905 | x | Saturday Program, Tutoring Program and Enrichment Program |
| Title II, Part A | Federal | 41,265 | x | Classroom Teacher |
| Title III, Part A | Federal | 14,682 | x | ENL Afterschool Program |
| Title III, Immigrant | Federal | 0 | x | N/A |
| Title IV, Part A | Federal | 0 | x | N/A |
| Tax Levy (Fair Student Funding) | Local | 2,740,507 | x | Teachers, School Staff, Programs, Supplies |

# Explanation/Background

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

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

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

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

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

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

**Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

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

**Important Note:** The following funds 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 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.