

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	01M110
School Name	P.S. 110 Florence Nightingale
Principal	Karen Feuer

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	PS 110: The Florence Nightingale School
District Borough Number (DBN):	01M110
Grades Served:	Pre-K-5
School Address:	285 Delancey Street New York, New York 10002
Phone Number:	212-674-2690
Fax:	212-475-5835
School Contact Person:	Karen Feuer
School Contact Person Email Address:	KFeuer@schools.nyc.gov
Principal:	Karen Feuer

United Federation of Teachers (UFT) Chapter Leader:	Caroline Maggi
Parents' Association President:	Brittany Carmona
SLT Chairperson:	Prema Filippone
Title I Parent Advisory Council Chairperson (PAC):	Yuvania Espino
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Loren Sanchez
School-Based Students in Temporary Housing (STH) Liaison:	Suzanne Ross

District Information

Geographic District:	District 1
Superintendent:	Carry Chan
Superintendent's Office Address:	166 Essex Street New York, New York 10002
Superintendent's Email Address:	cchan2@schools.nyc.gov
Phone Number:	212-353-2948
Fax:	212-353-2945

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
Karen Feuer	*Principal or Designee	
Caroline Maggi	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Brittany Carmona	*Parents’ Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
N/A	District Council 37 (DC 37) Representative (staff), if applicable	
Yuvania Espino	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
Loren Sanchez	CBO Representative, if applicable	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Prema Filippone	Parent	
Lindsey Regensburg	Staff	
Jamie Lepper	Staff	
Lisa Barales	Staff	
Ari Marmol	Parent	
Elana Hart	Parent	
Susan Liu	Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school’s mission statement:	PS 110 is committed to providing equitable, accessible, and engaging learning experiences through a culturally responsive and data-driven approach to meet the needs of our diverse community of learners. Through collective learning that includes school leaders, family leaders, student leaders and community leaders, and strategic planning we will build the capacity of our community at all levels to be anti-racist and disruptors of inequities. We value joy, equity, collaboration, and innovation and strive to live these values across all settings. As a result, our students will be self-motivated, self-aware, curious individuals who can actively collaborate and demonstrate perseverance, agency, and flexible thinking as lifelong learners and change-makers.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>At PS 110, we believe that high learning expectations are fundamental to equitable instructional experiences and standards-based competency building. In our school, we believe that instruction should empower students to achieve through thoughtfully planned lessons with embedded Universal Design for Learning (UDL) practices, effective teacher talk moves, small group instruction, and purposeful conferring. By promoting high expectations for all students and by deepening our commitment to building a collaborative and positive professional learning community, we have and will continue to accelerate the achievement of our students. To ensure that we are achieving equity in education at PS 110, all students are exposed to the same body of content, activities, and learning experiences. This endeavor was undertaken over the last ten years and represents a significant accomplishment. Furthermore, to foster a supportive school environment that encourages quality of instruction across classrooms and recognizes the importance of joy and whole child development, we have targeted our development in the areas below. Social Emotional Learning: PS 110 is committed to ensuring that school is a safe and nurturing environment where academic and social development and learning are valued and joyous. Our approach to supporting and developing social emotional competencies include incorporating elements and structures from Positive Behavior Intervention Supports, the Respect for All Initiative, Responsive Classroom, Restorative Practices, and the Second Step social emotional curriculum. In addition, we have partnered with Child Mind Institute to further develop social emotional competencies. Visual and Performing Arts Learning: We believe that all students exhibit talents and strengths and that the arts are essential to a well-rounded education. Our goal is to expose students to a wide range of visual and performing arts to help build competencies and appreciation, cultivate budding talents, and empower students to follow their passions and interests. We've expanded our arts and enrichment partnerships in order to provide the widest range of programs to benefit our students. They include partnerships with arts programs including Third Street Music Settlement, Paul Taylor Dance, chess, National Dance Institute, New York Historical Society, Theater for a New Audience, and Take Two film.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-2	Pam Allyn Core Ready Lesson Sets	Teacher Adaptations
ELA	3-5	Expeditionary Learning	Teacher Adaptations
ELA	K-2	Foundations	
Math	K-5	Eureka Math Squared	Math Collective Adaptations
ELA	K-2	Heggerty Phonemic Awareness	

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)
Reduce the number of Hispanic students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Race/Ethnicity	Misidentification of language acquisition process as a language based disability
Reduce the number of economically disadvantaged students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Misappropriation of academic skills and home environment word gap as an academic deficit
Black and brown student access to heterogeneous classrooms	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Access and systemic privilege

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	70	By June, 2023, Elementary/Middle School ELA for All Students will Increase 15%, from 70 to 85, as measured by Fountas and Pinnell Running Records.
Students with Disabilities	35	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 15%, from 35 to 50, as measured by Fountas and Pinnell Running Records.
English Language Learners	50	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 15%, from 50 to 65, as measured by Fountas and Pinnell Running Records.

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)
		09/15/21			
Fountas and Pinnell Running Records	Meeting or Exceeding Benchmark	78%	78%	tbd	tbd
Fountas and Pinnell Running Records	Meeting or Exceeding Benchmark	tbd	tbd	tbd	tbd
Fountas and Pinnell Running Records	Meeting or Exceeding Benchmark	tbd	tbd	tbd	tbd

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?)
09/01/2022	01/31/2023	Teachers will implement guided reading with all students and monitor progress; access to professional development resources and implementation materials will be provided
09/01/2022	01/31/2023	Teachers and administrators will monitor progress of students performing below grade level at more frequent intervals with more intensive measures that include pull out Tier 2/3 intervention work using other programs such as PAF
09/01/2022	01/31/2023	Teachers will increase the frequency and intensity of guided reading for students who continue to perform below grade level
11/01/2022	01/31/2023	3 - 5 Teachers will implement ThinkSRSD in their classrooms after adherence to a professional learning schedule that provides check-in/monitoring support

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Teachers and administrators will identify students performing below grade level across multiple measures and plan for more intensive, individualized reading intervention within the classroom
02/01/2023	06/24/2023	Teachers will monitor students responses to intervention and, where necessary, increase intensity and frequency
02/01/2023	06/24/2023	Students who continue to perform below grade level will be provided access to additional supplemental instructional materials and programs, including online intervention platforms

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)
09/15/2022	11/13/2022	Curriculum Workshops	
10/13/2022	12/12/2022	Classroom Curriculum Celebrations	

Human Resources	School leaders, classroom teachers
Instructional Resources	Guided reading sets, Assessment materials
Schedule Adjustments	n/a
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce the number of Hispanic students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Race/Ethnicity	Misidentification of language acquisition process as a language based disability
Reduce the number of economically disadvantaged students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Misappropriation of academic skills and home environment word gap as an academic deficit
Black and brown student access to heterogeneous classrooms	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Access and systemic privilege

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	56	By June, 2023, Elementary/Middle School Math for All Students will Increase 15%, from 56 to 71, as measured by NYS Math Exam.
Students with Disabilities	25	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 20%, from 25 to 45, as measured by NYS Math Exam.
English Language Learners	100	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 0%, from 100 to 100, as measured by NYS Math Exam.

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)
		09/15/22			
NYS Math Exam	Level 3 and 4	56%	56	65	71
NYS Math Exam	Level 3 and 4	25	30	40	45
NYS Math Exam	Level 3 & 4	100	100	100	100

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. 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?)
09/01/2022	01/28/2023	Grade teams will work to adopt and adapt new math curriculum to improve access and teachability
09/01/2023	01/28/2023	Grade level teams will meet weekly to plan around priority learning standards in mathematics
09/01/2023	01/28/2023	Grade teams will meet at the end of each unit cycle to review student work and plan for next steps grounded in student performance

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Grade level teams will meet weekly to plan around priority learning standards in mathematics
02/01/2023	06/24/2023	Grade teams will meet at the end of each unit cycle to review student work and plan for next steps grounded in student performance
02/01/2023	06/24/2023	Implementation of before/after school intervention using Do The Math!

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/15/2022	11/13/2022	Curriculum Workshops	
11/13/2022	02/14/2023	Curriculum Classroom Celebrations	

Human Resources	School leaders, classroom teachers
Instructional Resources	Curriculum materials (Eureka Math Squared)
Schedule Adjustments	n/a
Other Resources Needed	n/a

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce the number of Hispanic students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Race/Ethnicity	Misidentification of language acquisition process as a language based disability
Reduce the number of economically disadvantaged students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Misappropriation of academic skills and home environment word gap as an academic deficit
Black and brown student access to heterogeneous classrooms	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Access and systemic privilege

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	76	By June, 2023, practices related to Classroom Behavior will improve 10%, from 76 to 86, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	79	By June, 2023, practices related to Social-Emotional Support will improve 11%, from 79 to 90, 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)
		09/15/22			
NYC School Survey	% positive	76	78	82	86
NY School Survey	% positive	79	81	86	90

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?)
09/06/2022	01/31/2023	The school has partnered with the Child Mind Institute to build capacity in teachers and staff to deliver mental health curriculum and interventions independently.
09/06/2022	01/31/2023	The school has partnered with the Child Mind Institute to provide students with a mental health skill-building curriculum to prepare students to effectively manage emotions, thoughts and behaviors, and navigate stressful situations.
		The school has worked to develop a set of schoolwide norms to proactively support student learning, set high standards for students, encourage supportive peer norms, and provide strong guidance.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	The school has partnered with the Child Mind Institute to build capacity in teachers and staff to deliver mental health curriculum and interventions independently.
02/01/2023	06/30/2023	The school has partnered with the Child Mind Institute to provide students with a mental health skill-building curriculum to prepare students to effectively manage emotions, thoughts and behaviors, and navigate stressful situations.
02/01/2023	06/30/2023	The school has worked to develop a set of schoolwide norms to proactively support student learning, set high standards for students, encourage supportive peer norms, and provide strong guidance.

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)
09/07/2022	06/30/2023	Family Workshops	Child Mind Institute

Human Resources	Parent coordinator, school counselor, school leaders, classroom & cluster teachers
Instructional Resources	Mental health curriculum modules (6 skill modules)
Schedule Adjustments	n/a
Other Resources Needed	n/a

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce the number of Hispanic students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Race/Ethnicity	Misidentification of language acquisition process as a language based disability
Reduce the number of economically disadvantaged students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Misappropriation of academic skills and home environment word gap as an academic deficit
Black and brown student access to heterogeneous classrooms	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Access and systemic privilege

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	93	By June, 2023, Chronic Absenteeism for All Students will Increase 5%, from 93 to 98, as measured by ATS Reports.
Students with Disabilities	88	By June, 2023, Chronic Absenteeism for Students with Disabilities will Increase 2%, from 88 to 90, as measured by ATS Reports.
Economically Disadvantaged	93	By June, 2023, Chronic Absenteeism for Economically Disadvantaged will Increase 5%, from 93 to 98, as measured by ATS Reports.

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)
		09/15/22			
ATS	CA	93	65	85.97	98
ATS Reports	CA	88	88	89	90
ATS Reports	CA	93	95	97	98

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?)
09/01/2022	01/28/2023	Attendance point will attend weekly district meetings and access external supports as needed
09/01/2022	01/28/2023	School based attendance team will meet biweekly to determine the root cause of chronic absenteeism and align appropriate supports
09/01/2022	01/28/2023	School will conduct outreach of students absent daily and document information

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Attendance point will attend weekly district meetings and access external supports as needed
02/01/2023	06/24/2023	School based attendance team will meet biweekly to determine the root cause of chronic absenteeism and align appropriate supports

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)
09/07/2022	06/30/2023	School leaders will meet with families based on attendance data	n/a

Human Resources	Attendance Team, Parent Coordinator, School Leader
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce the number of Hispanic students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Race/Ethnicity	Misidentification of language acquisition process as a language based disability
Reduce the number of economically disadvantaged students classified as SWDs	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Misappropriation of academic skills and home environment word gap as an academic deficit
Black and brown student access to heterogeneous classrooms	2019-2020 Disproportionality Data Snapshot, Economically Disadvantaged	Access and systemic privilege

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	70	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve responses on IEP review from moderate to strong alignment by Increase 15, from 70% to 85, as measured by development of appropriate IEP annual goals in alignment with the present level of performance .

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)
		09/15/22			
IEP Review	Strong Alignment	70	75	80	85

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	06/24/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	AP will meet bimonthly with classroom teachers to ensure appropriate provision of services grounded in student needs
09/01/2022	06/24/2023	Develop appropriately rigorous standards-aligned annual goals	AP and AIS teacher will attend district professional development and office hours to support appropriate goal development
09/01/2022	06/24/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	AP will review IEPs before finalization and work with teachers to update; SIT will conduct IEP reviews to build capacity for IEP writing.
09/01/2022	06/24/2023	Ensure that programs and services mandated on each student's IEP are delivered	AP and PPT will meet bimonthly, will work with district to ensure compliance
09/01/2022	06/24/2023	Conduct IEP meetings within specified compliance dates	AP will send monthly reminders and updates about upcoming compliance dates and work with teachers to schedule.
09/01/2022	06/24/2023	Monitor referrals to Special Education to ensure appropriate referrals only	School leaders will work with PPT and classroom teachers to ensure compliance to schoolwide RTI system

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)
09/07/2022	06/30/2023	AP, SBST, and special ed teachers will work with families to maintain transparency and understand of the IEP process using parent engagement time or other mutually convenient time to meet individually with families	n/a

Human Resources	AP, SBST, Teachers
Instructional Resources	n/a
Schedule Adjustments	n/a
Other Resources Needed	n/a

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

Academic Support

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

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in

Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Acadience Learning Screener/Fundations Unit Assessments	Fundations (Increased Frequency)	Small Group	During school	No
Tier 2	Acadience Learning Screener/Fountas & Pinnell Running Records	Guided Reading (Increased Frequency)	Small Group	During school	No
Tier 2/3	Fountas and Pinnell Benchmark Assessments	PAF Reading	Small Group	During school	No
Tier 2	Eureka Math Squared Summative Unit Assessments	Guided Math (Increased Frequency)	Small Group	During	No
Tier 3	Eureka Math Squared Summative Unit Assessments	Do the Math	Small Group	During school	No
Tier 3	Writing Unit Assessments	Think SRSD	Small Group	During school	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Anecdotal Report/Teacher Referral/Dessa Report	Child Mind Institute Mental Health Curriculum	Small Group	During School	No
Tier 3	Anecdotal Report/Teacher Referral/Dessa Report	Social Skill Counseling	Small Group	During School	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>48</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>The school counselor, Suzanne Ross, serves as our STH School Based Liaison and ensures that students are receiving appropriate intervention services, including academic support, access to necessary materials and tools, and where appropriate and necessary, small group counseling services on an intermediary or regular basis.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students
<p>PS 110, will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 110, 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:	01
Borough:	Manhattan
School Number:	110

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	Karen Feuer
Assistant Principal	Marisa Krohn
Coach	N/A
Coach	N/A
English as a New Language (ENL)/Bilingual Teacher	Arielle Cutler
School Counselor	Suzanne Ross
Teacher/General Education	Lisa Barales
Teacher/Special Education	Lisa Soberman
Parent	Aline Faustini
Parent Coordinator	Milagros Candelaria
Related-Service Provider	Hanh Dinh

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:	0
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]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	291
Total number of current ELLs at your school:	7
Total percentage (%) of current ELLs at your school:	2.4%
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0

PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special

education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Stand-alone ENL is offered by grade level in mixed proficiency level groups. Students at Entering and Emerging levels receive standalone ENL instruction for 180 minutes per week.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL is offered to all students according to proficiency levels. Students are grouped by grade level. The ENL teacher collaborates with the classroom teacher in order to co-plan and co-teach Integrated ENL classes. Students at all proficiency levels receive 180 minutes per week. Integrated ENL is offered during ELA lessons on each grade.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The ENL teacher uses the RLAT report in order to determine students' proficiency levels. Students on each grade are served according to their proficiency level. To the extent possible, ELLs on each grade are grouped together in classrooms. ENL teacher maintains a weekly schedule that is shared with classroom teachers and school leadership. Home Language minutes are delivered when appropriate for beginner student language needs.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>There are 4 Newcomers at PS 110 representing 57.1% of the ELLs enrolled. Effective services for Newcomers differ from Developing or Long-Term ELLs by focusing on receptive and productive language structures to develop literacy skills and on the development of interpersonal skills to improve listening and speaking using an SEL curriculum (i.e., Sanford Harmony, Second Step). Second and third year Newcomer ELLs continue to develop literacy skills while also developing a deeper familiarity with test formats and test-taking skills. Our youngest Newcomers use more visuals and kinesthetic activities. There are no ELLs with inconsistent/interrupted formal education so effective services do not differ.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>There are no long-term ELLs at PS 110.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>There are no former ELLs at PS 110.</p>

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The Spring 2021 NYSESLAT Modality Analysis indicates that of the 7 students tested, all 8 students achieved listening proficiency and 7 of the 8 were also proficient in both speaking and reading. The modality that 37.5% of our ELLs continue to strive in is writing.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>There is no data available for the the math and ELA exams.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>At-risk indicators are as follows: there are 3 potential long-term ELL's, 1 ELL scored the same on the 2021 NYSESLAT as on the 2019 NYSESLAT, and 1 ELL scored lower on the 2021 NYSESLAT as on the 2019 NYSESLAT. Attendance impacts all students and slows down the rate of language acquisition as well as progress.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The breakdown of home languages of ELL families at PS 110 is as follows: 3 families speak Chinese, 2 families speak Spanish, 1 family speaks Arabic, and 1 family speaks Portuguese. The school has a Parent Coordinator, school secretary, and teachers who communicate in both Spanish and English and a Pre-K paraprofessional who communicates in at least two dialects of Chinese.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>42.9% (3) of our ELLs identify as Asian, 14.3% (1) of our ELLs identify as Black, and 42.9% (3) identify as White. PS 110 is currently using the Equity Framework developed by Ghody Muhammad that includes 5 pursuits that include Identity, Skills, Intellect, Criticality and Joy. We are assessing our curriculum - texts, supporting documents, goals, assessment prompts, and more to explicitly address the pursuits mentioned so that every unit of study ensures that the activities students engage in and the texts they are using help students learn something about themselves and/or about others. Every unit of study should respond to or build students' skills and standards (Skills) and build upon students' knowledge and mental powers so that they are becoming smarter about something (Intellect)). Finally, how does our curriculum engage students' thinking about power and equity an the disruption of oppression.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Three ELL students at PS 110 have an IEP and the results on the NYSELAT did not indicate a trend. Currently, there are no SIFE students at PS 110.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The Instructional Leadership Team (ILT) focuses on the priorities of the framework: strengthening core instruction in the classroom, knowing every student well, and ensuring the use of shared and inclusive curriculum. This past spring, grade teams reflected and updated their units of study in literacy to adapt their shared curriculum in varied ways. Using the Ghody Mohammed framework, each unit has components of identity, criticality and joy at it's core to promote inclusion. Additionally, each unit of study is focused on amplifying the Hallmarks of Advanced Literacies so that students are provided with a variety of texts that reflect the big ideas of the content and offer multiple perspectives. Students are also expected to talk and discuss those ideas to build language and knowledge. Furthermore, there are daily opportunities for extended writing to again build language and knowledge. Finally, every grade team explicitly developed a set of high-utility vocabulary for students to master language and knowledge with the understanding that they are expected to use that vocabulary while speaking and in their writing. Knowing every student well includes both qualitative factors as well as quantitative data points. Knowing students racial, cultural, and linguistic identities informs teachers practice and instruction that is responsive and culturally appropriate. Our formative assessment systems are efficient (i.e., Running records, math unit assessments) and offers information that supports instruction without taking time away from instruction). Finally, through targeted professional learning we have been able to develop skills in teachers so that whether it is core instruction or Tier 1 interventions, teacher practice has deepened and become more effective for all students.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>ENL instruction integrates both content and language learning. ELLs are expected to learn concepts and content knowledge while learning their second and new language. The ENL strategies are applied in teaching the four language modalities including listening, speaking, reading, and writing. While targeting the area of listening and speaking, the ENL teacher provides opportunities and the environment for interactions between students as well as interactions between teacher and student. During activities that require problem solving, students explore the problem in partnerships or triads; then report back to the class. Students practice language skills through regular opportunities to explain their thinking and when they are asked to build on each other's thinking. Technology is available to improve writing skills. The K - 2 reading and writing curriculum is integrated and designed to support students in developing oral language. While students are aware that they can get ideas from books, poems, songs, and each other, they are also exposed to the notion that ideas for composing (orally and in writing) can come from the experiences that they have. Classroom teachers consistently facilitate making connections to stories from different cultures.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Technology is accessible to all students using Google Classroom, Jamboard, and Nearpod, and reading programs such as Get Epic and Unite for Literacy. Other strategies include extensive author studies aligned to ELA curriculum, shared reading of non-fiction/informational texts. All texts are aligned to grade-level content, curriculum, and grade-level standards. In lower grades, students participate in guided reading with opportunities for discussion, writing extensions to practice language structures, word work, and phonemic awareness activities. In upper grades, the ENL teacher augments academic content area learning by providing images and videos that build background knowledge and inspire discussion. In small groups ELL students have further opportunities to build on classroom content by exploring specific areas of interest in greater detail; they read articles and fiction, analyze multimedia artifacts, and demonstrate their learning through the modality of their choice.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>At PS 110, we use additional progress monitoring to support our ELL-SWDs. We assess reading and comprehension monthly as well as review daily exit tickets in mathematics, which are included in our current math curriculum and allow for small group re-teaching almost immediately. Additionally, graphic organizers are available depending on the learning activity to ensure organization and sequencing of thinking; grade level texts or text passages are supplemented with pre-taught vocabulary and discussion, and content vocabulary is previewed with definitions. The management section of the IEP is referenced for any or other effective strategies that can be used to attain English language proficiency. In ENL, students have opportunities to demonstrate their learning in a variety of ways, according to student choice, in the form of interactive activities, use of manipulatives, and visual representations.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Beginning with the 2021-2022 school year, PS 110 started using a universal screening and progress monitoring assessment called Acadience. It will measure the acquisition of early literacy skills in Kindergartners and First Graders. It is comprised of 6 measures that function as indicators of the essential skills that every child must master to become a proficient reader. We will administer the screener three times a year and provide timely instructional support depending on a student's needs. The ENL teacher also uses the Universal English Language Development rubric to monitor speaking and writing proficiency.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Targeted intervention for ELLs in ELA and math include meeting with small groups of students more frequently using instructional materials such as Heggerty's Bridge the Gap, Foundations, or PAF. We also use dedicated intervention time for guided reading at least twice a week if not more. In small groups, ELLs are given the opportunity to communicate using content specific vocabulary as well as learn from their peers. When appropriate, vocabulary is provided in the home language in order to support understanding of a text or context area concept.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>PS 110 uses data to guide instruction for ELLs within the Rtl framework using the tiered system of instructional support. This system includes adding layers of support to the core classroom instruction and continuing to layer that core or pulling back those support layers as frequent formative assessment indicates to target instruction that matches students' learning needs. The process to ensure an effective match between learning needs and instruction in the classroom begins with a screening to establish baseline of student performance and identifying students who are not at grade-level and/or making progress at the expected rates. This year, we started using a universal screener in grades K - 2 called Acadience and in grades 3 - 5 MAP in both literacy and mathematics. MAP is an adaptive benchmark assessment that not only provides data on where a student is in a moment but also provides the plan to strengthen students' area of need. The plan is time bound with baseline and benchmark assessments included for progress monitoring and includes differentiated instruction, skills to that address both home and second language concerns. The plan intensifies, first in frequency, and then in using other targeted interventions such as at-risk speech services. Additionally, graphic organizers are available depending on the learning activity to ensure organization and sequencing of thinking; grade level texts or text passages are supplemented by a summary of the text on a separate page, and content vocabulary is previewed with definitions.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>The ENL teacher uses the Universal English Development Assessment rubrics to get formative assessment information on speaking and writing for ELLs in early grades. She will continue to use this assessment and expand to upper grades in the coming school year. These assessments are used weekly for each student. Additionally, PS 110 uses the Fountas & Pinnell Benchmark Assessment system in grades K - 5 as well as classroom/curricular assessments for ELA and mathematics to monitor student progress, including ELLs.</p>

<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>While not currently evaluated or assessed in home language, staff with knowledge of students' home language can interview and informally assess students' understanding and speaking productive language.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Outcome assessments, which include the NYSESLAT, ELA, and math scores, final F & P Benchmark results and end-of-year math inventories are used to evaluate and inform our ELL program. Additionally, the filtering capabilities of the EDAT will allow the ENL teacher and classroom teacher to dig deeper into the data for ELL specific trends and patterns in designing effective instruction and or intervention for students. The EDAT also provides information on students who exhibit risk factors.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>An administrative schedule is drafted by the ENL teacher and shared with school administrators. The ENL teacher administers the various modalities starting with speaking and we partner with a neighboring school to score the results. Other teachers in the school are trained in the NYSESLAT writing rubrics and score responses to the writing section.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>PS 110 ensures that all ELL-SWDs are receiving their mandated services as required by CR Part 154 and their individual IEPs. Teachers of ELL-SWDs modify content to accommodate their students specific needs and provide access. ELL-SWDs are expected to demonstrate learning and become conversant in content areas or on topics by building knowledge through use of their home language or using appropriately leveled texts, digital resources, visuals, diagrams, infographics, movies/videos, and more. Teaching ELL-SWDs also includes explicit expectations for developing critical thinking, interpretation, and drawing conclusions with practice to ensure skill development</p>
<p>b. SIFE</p>	<p>There are no SIFE students currently attending PS 110. However, if there were, the ENL teacher together with the classroom teacher would deliver personalized instruction to compensate for gaps in foundational learning that would include support in both their home language as well as new language. Visual supports that include movies, videos, and visuals as "texts" would be used frequently.</p>
<p>c. Newcomer</p>	<p>To ensure access and engagement of Newcomers (the majority of our ELLs), instruction focuses on basic content to develop literacy skills and the development of interpersonal skills to improve listening and speaking. Second and third year Newcomers continue to develop literacy skills while also developing a deeper familiarity with testing formats and test-taking skills. Our SEL curriculum, Sanford Harmony is used to develop skills to engage socially with both peers and adults and manage emotions. The SEL curriculum can also be used to address specific issues of adjustment and cultural norms.</p>
<p>d. Developing</p>	<p>To ensure access and engagement for ELLs who are still transitioning after having received ENL services for more than three years but less than six years includes additional close reading, collaborative discussions, greater focus on academic language and longer periods of writing to build stamina and elaboration skills.</p>
<p>e. Long Term</p>	<p>To ensure access and engagement for Long Term ELLs, students are frequently assessed and instruction scaffolded to support these students to meet grade level performance outcomes. These scaffolds may include increased opportunities for reading and writing in small groups up to 5x a week.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>To ensure access and engagement for former ELLs, they receive 90 minutes a week of integrated ENL/ELA support for an additional 2 years after exiting ELL status. Integrated support includes conferencing and small group instruction in reading to support academic language or content specific instruction based on an area of need.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Bilingual dictionaries, bilingual glossaries, home language support for task directions, parent communication, bilingual texts where available and as needed.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Every teacher, including the ENL teacher at PS 110 is involved in professional learning activities on Monday afternoons for 85 minutes. Additionally, grade teams meet at least once a week and continue to refine the standards aligned curriculum (including through the Equity Framework (and 5 pursuits) as defined by Ghody Muhammad), and look at student work to better inform teaching and goal-setting for students. The ENL teacher supports classroom teachers by focusing on the individual learning needs of ELL students. The ENL teacher assists classroom teachers in using UDL practices and language acquisition strategies that will benefit ELL students and reinforce classroom teaching connected to the curriculum maps on every grade. Meetings to review multiple data sets are held throughout the year to disaggregate the schools lowest 1/3 as well as ELLs. Rtl plans are developed for individual students and monitored at scheduled dates. Classroom teachers will continue to use the Sanford Harmony curriculum in the coming year to pro-actively address the social emotional needs of all students including MLs/ELLs.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>At PS 110, all non-ELL certified teachers receive the required 15% of the total number of professional development hours as prescribed by CR Part 154 that are dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Special education teachers and special education paraprofessionals receive 10 or more hours of training in specific teaching strategies to use when working with ELLs through a consultant model of professional development. Professional development is available from NYS, the Office of Multi-lingual Learners and the BCO. Files of attendance and agendas for these meetings are maintained by school leaders.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Families of ELLs attend unit end celebrations of student work. In addition to spending time in the school building and becoming familiar with the school environment and the classroom culture, families begin to recognize each other and deepen relationships through frequent and pleasurable experiences focused on the progress of their children.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>At the start of the school year, the ENL teacher hosts a welcome meeting to get to know families and explain more about the ENL curriculum and expectations. Furthermore, the ENL teacher uses the 40 minute block of parent engagement time each Tuesday to arrange individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development in all content areas. The classroom teacher and/or Parent Coordinator may be invited to attend and share updates on the student's progress. Interpretation is available on site in Spanish, Mandarin, and Cantonese.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Newly enrolled ELLs at PS 110 are predominately Kindergartners and they are introduced to the routines and rituals of the classroom along with non-ELL classmates by the classroom teacher and if needed, the ENL teacher. ELLs are shown key areas of the school, use of restrooms, eating, and socializing at lunch, playing safely during recess, and enjoying specialty classes for at least a month. This protocol is adjusted slightly for ELLs who enroll during the course of the year to ensure that they acclimate to their new surroundings. In this case, newly enrolled ELLs are assigned a peer-buddy, who if possible, speaks the ELL's home language. The peer-buddy (with other adults) helps to facilitate the adjustment.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The identification team includes the ENL teacher and parent coordinator. The parent coordinator supports families as they arrive at school and begin the registration process. The ENL teacher joins in order to administer the Home Language Identification Survey. The ENL teacher may interview the child using the DOE pre-determined interview questions in order to gather more data about a child's preferred language. Once the preferred language is identified, the ENL teacher determines if the student may be eligible for NYSITELL. If it is determined the child is eligible, the NYSITELL is then administered to the student. Those students who have IEPs follow a different protocol in which the Language Proficiency Team is called on to gather further data about whether a student is eligible for the NYSITELL.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Milagros	Candelaria	Parent Coordinator	2021	Yes	Yes
Arielle	Cutler	ENL Teacher	2021	Yes	No

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

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access

to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	3	.98	3	1.03
Chinese Any	11	3.58	10	3.44
Cantonese	1	.33	0	0
Italian	2	.65	2	.69
Japanese	1	.33	0	0
Macedon	4	1.3	4	1.37
Mandarin	0	0	1	.34
English	279	90.88	265	91.07
Spanish	5	1.63	5	1.72
Ukrainian	1	.33	1	.34

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	3	3
Chinese	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>(1) The ENL teacher, in collaboration with the Parent Coordinator reviews all Home Language Identification Surveys (HLIS) and compiles a list of families whose first language is not English. (2) The Parent Coordinator and school leaders survey these families using interpreters to assess the need for written translation and oral interpretation needs. (3) The list is developed and (4) prior to each Student-Parent-Teacher Conference date, the list is updated for accuracy.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendar	Monthly	The school calendar is translated by a parent
Eblast	Weekly	The eblast is translated by a parent
Parent workshop fliers	Periodically	Fliers are translated by a parent
Report Cards	3x a year	Report cards are translated by a staff member
IEP documents	1x a year	IEP documents are translated by a staff member

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.
Student-Parent-Teacher Conferences	2	School Staff, Telephone Interpretation Services
PTA Meetings	10	School Staff
IEP Meetings	1x a year	School Staff

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..)	At PS 110, we would have a staff member call or draft a message that would be translated in the parent's home language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Depending on the issue, a staff member who speaks the home language would make the call or we would use over-the-phone interpretation services.
(C) If a parent has an emergency and needs to contact the school.	We connect the parent with a staff member that speaks their home language or use over-the-phone interpretation services.

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	Staff Email
Over-the-Phone Interpretation Desk Aid	Staff Email
Language Access Handbook	Staff Email
T&I Unit InfoHub Link	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).	This regulation is provided to staff at the beginning of the year faculty conference along with the teacher handbook and electronically as well.
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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: <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	PS 110 ensures that limited-English proficient families are aware of their right to receive information in their preferred language is by having fliers and signage in many languages displayed at the front entrance. This supports a welcoming environment in which parents will be comfortable requesting interpretation services. Reminders of parent rights are also reinforced at monthly PTA meetings.
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>PS 110 collects feedback from limited-proficient parents by making sure that there is an interpreter at every event who solicits feedback from the parents in attendance. Additionally, we provide access to the home language survey in a parent's home language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Specifically, there has been feedback on the interpreter who attends IEP meetings. Parents request that the same interpreter (to the extent possible) continues to attend those meetings. In addition to ensuring continuity from year to year, families grow comfortable and confident with the on-going relationship.</p>

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	Schoolwide Programs (SWP)
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Professional development and learning is being provided by two consultants to support the ICT classrooms in pursuit of inclusion for Students with Disabilities and provide equity and access in literacy education. Additionally, the school has partnered with the Child Mind Institute to build capacity for mental health education.</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	200,580	X	
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal	35,194	X	
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Title IV, Part A	Federal	5,827	X	
Tax Levy (Fair Student Funding)	Local	2,037,799	X	

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 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.
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