

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	06M115
School Name	P.S. 115 Alexander Humboldt
Principal	Boris Consuegra

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.

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The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Alexander Humboldt School PS 115
District Borough Number (DBN):	06M115
Grades Served:	Elementary
School Address:	586 West 177 Street New York, NY 10033
Phone Number:	(212) 927-9233
Fax:	(212)795-4051
School Contact Person:	Boris Consuegra
School Contact Person Email Address:	Bconsue@schools.nyc.gov
Principal:	Boris Consuegra

United Federation of Teachers (UFT) Chapter Leader:	Evelyn Vargas
Parents' Association President:	Tania Salvador
SLT Chairperson:	Evelyn Vargas
Title I Parent Advisory Council Chairperson (PAC):	Tania Salvador
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Grace Valera
School-Based Students in Temporary Housing (STH) Liaison:	Edwing Barrios

District Information

Geographic District:	06
Superintendent:	Manuel Ramirez
Superintendent's Office Address:	4360 Broadway New York, NY 10033
Superintendent's Email Address:	MRamirez4@schools.nyc.gov
Phone Number:	(917)521-3757
Fax:	N/A

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	
Boris Consuegra	Principal or Designee*		
Evelyn Vargas	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Tania Munoz	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
n/a	District Council 37 (DC 37) Representative (staff), if applicable		
Tania Munoz	Title I Parent Advisory Council Chairperson (or alternate)		
n/a	Student Representative (Required for middle and high schools)		
n/a	Student Representative (Required for middle and high schools)		
Grace Valera	CBO Representative, if applicable		
Brunilda Disla	Member/Parent		
Dilcia Barrientos	Member/Parent		
Rosa Biaggi	Member/Teacher		
Herlina Pichardo	Member/Teacher		
Ariela Estrella	Member/Parent		
	Member/		
n/a	Member/		
n/a	Member/		
n/a	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing
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Provide your school's mission statement:	PS 115's mission is to foster student creativity and critical thinking through real world problem solving and exploration.
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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>The Alexander Humboldt Magnet Academy of Arts and Science at PS 115, invites students to engage deeply with curriculum and real world problems through the lens of STEAM: Science, Technology, Engineering, Arts, and Mathematics. Within our building children from ages 4-11 participate in hands-on learning approaches called Project- Based Learning (PBL). All of these studies involve research, investigation, and problem-solving. Our school offers a technology infused curriculum with 1:1 access to laptops and tablets to support student learning. Students are able to further explore through the STEAM lens in our STEAM and Makerspace labs using 21st century tools. Students all participate in a variety of residency programs through our partnerships across the city to bring the arts and science of the world into our school. Teachers at PS 115 collaborate with their grade level teams to create a curriculum that integrates project based learning into every discipline. Our curriculum is rooted in innovation and real world application through research, hands-on projects, and creativity. Our staff focuses extensively on the process for all types of learners, creating a well-rounded student with knowledge on real world problems. Not only does PS 115 provide learning opportunities such as these in their classroom, but students are also encouraged to take part in our co-curricular activities during and after the school day. Our clubs are also rooted in science and art exploration, with a focus on social action. We have a green team that ensures that every classroom is recycling properly. Students learn about sorting recyclables, and give "tickets" to classes that are harming the environment by not recycling properly. Additionally, we have a STEM club for students that are intrigued by the engineering process. In the past, students have created and coded robots to perform specific functions. Students enjoy showcasing their work to their peers in our share fair. For our students with a green thumb, we have a garden in the courtyard, and a club of students that learn about botanics and propagation. These examples highlight only a portion of the way our teachers integrate STEAM into our students' everyday lives, but provide a lens of the meaningful instruction given, and real-life application our students experience through our magnet theme. Currently, we are servicing 365 students in grades Pre-k to 5. Our student body is composed of 93.0% Hispanic, 0.56% Native American, 0.56% Asian, 2.0% Black, 3.0% White, and 1.0% Multi-Racial.</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	Teachers College Reading and Writing Units	
ELA	2-5	EL Education	
Math	1-5	Eureka Math	
ELA	K-2	Fundations	

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)
Increase the amount of students performing at proficiency levels according to the NYS ELA Exam	2022 I-Ready Diagnostic Results showed 24% of our students in grades 3-5 performing at proficiency levels	Misconceptions and lack of content knowledge/delivery of instruction around critical thinking skills

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	24%	By June, 2023, students in grades 3-5 will show progress in English language Arts as indicated by an increase of students performing at proficiency levels on the 2023 NYS ELA Exam from 24% in 2022 to 29% in 2023.

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)
		06/06/2022			
2022 NYS ELA Exam for grades 3-5 and i-Ready Diagnostic Assessments (3x/year)	Individual Student Growth	ELA i-Ready Diagnostic Assessment 06/06/2022	25% of students in grades 3-5 will perform at proficiency levels	28% of students in grades 3-5 will perform at proficiency levels	31% of students in grades 3-5 will perform at proficiency levels

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/12/2022	01/31/2023	Implement iReady ELA individualized learning path to address learning needs for all students on a daily basis
09/12/2022	01/31/2023	Use data to facilitate cycles of inquiry around ELA benchmarks and Next Generation Standards
09/12/2022	01/31/2023	Provide professional development and support around the implementation of guided reading, conferring, strategy groups, and phonics/phonemic awareness instruction
09/12/2022	01/31/2023	FOR SWD's monitor student progress towards individual ELA IEP goals to promote mastery of grade level skills
09/12/2022	01/31/2023	For ENL students monitor student progress of language proficiency levels through the use of Mock NYSESLAT Assessments 3 times a year (October, January, March/April)

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	06/23/2023	Implement iReady ELA individualized learning path to address learning needs for all students on a daily basis
02/01/2023	06/23/2023	Use data to facilitate cycles of inquiry around ELA benchmarks and Next Generation Standards
02/01/2023	06/23/2023	Provide support around the implementation of guided reading, conferring, strategy groups, and phonics/phonemic awareness instruction
02/01/2023	06/23/2023	FOR SWD's monitor student progress towards individual ELA IEP goals to promote mastery of grade level skills
02/01/2023	06/23/2023	For ENL students monitor student progress of language proficiency levels through the use of Mock NYSESLAT Assessments 3 times a year (October, January, March/April)

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/12/2022	06/23/2023	Parent Workshops around how to help your child at home with literacy	Teachers/Administrators
09/12/2022	06/23/2023	Parent Workshops around iReady Learning Platform	Curriculum Associates

Human Resources	Instructional Leadership Team, Grade Level Teachers, Data Committee
Instructional Resources	iReady Consultants, ELA Consultants, professional learning texts
Schedule Adjustments	Funding for teacher coverage to participate in professional development during regular school day and after school hours
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)
Increase the amount of students performing at proficiency levels according to the NYS Math Exam	2022 I-Ready Math Diagnostic Results showed 23% of our students in grades 3-5 performing at proficiency levels	Misconceptions, lack of prerequisite skills awareness, and limited range of pedagogical practices.

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	23	By June, 2023, students in grades 3-5 will show progress in Mathematics as indicated by an increase of students performing at proficiency levels on the 2023 NYS math Exam from 23% in 2022 to 30% in 2023.

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)
		06/13/2022			
Engage NY End of Module Assessments	Student Growth	I-Ready Diagnostic 06/13/2022	20% of students in grades 3-5 will score 65% or higher in the EngageNY end of the module assessments	30% of students in grades 3-5 will score 65% or higher in the EngageNY end of the module assessments	36% of students in grades 3-5 will score 65% or higher in the EngageNY end of the module assessments

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives,

which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/12/2022	01/31/2023	Provide the Instructional Leadership Team with protocols to leverage information from students in order to plan required adaptations for instruction. The Instructional Leadership Team and the Data committee will collaborate to collect, analyze, and conduct data meetings with students and provide parents a progress report
09/12/2022	01/31/2023	Teachers will participate in after school and Saturday Academic Intervention extended learning opportunities to target pushable students as per the I-Ready diagnostic #1 in September 2021.
09/12/2022	01/31/2023	Teachers will participate in and implement professional development with the K-5 Math Consulting Company offering interactive learning experiences designed to improve teachers' instruction, advance students' learning and increase achievement in math. Teachers will continue using the Early Childhood Assessment in Mathematics (ECAM) in grades k-2 and the Screeners in grades 3-5 to improve fluency, speed and accuracy in the Number Sense and Operations Strand.
09/12/2022	01/31/2023	Parent Workshops – focus on number sense and operations to reinforce work parents can do at home with their children. We will align PD's to current modules of study to support students and keep parents inform of what we do as a school
09/12/2022	01/31/2023	Teachers will scaffold vocabulary and language development for ENL students and SWD's by using tools such as manipulatives, picture support, and modeling.

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	06/23/2023	The Instructional Leadership Team and the Data committee will collaborate to collect, analyze, and conduct data meetings with students and provide parents a progress report
02/01/2023	06/23/2023	Teachers will participate in after school and Saturday Academic Intervention extended learning opportunities to target pushable students as per the I-Ready diagnostic #1 in September 2021.
02/01/2023	06/23/2023	Teachers will participate in and implement professional development with the K-5 Math Consulting Company offering interactive learning experiences designed to improve teachers' instruction, advance students' learning and increase achievement in math. Teachers will continue using the Early Childhood Assessment in Mathematics (ECAM) in grades k-2 and the Screeners in grades 3-5 to improve fluency, speed and accuracy in the Number Sense and Operations Strand.
02/01/2023	06/23/2023	Parent Workshops – focus on number sense and operations to reinforce work parents can do at home with their children. We will align PD's to current modules of study to support students and keep parents inform of what we do as a school
02/01/2023	06/23/2023	Teachers will scaffold vocabulary and language development for ENL students and SWD's by using tools such as manipulatives, picture support, and modeling.

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)
10/03/2022	06/23/2023	Parent workshops on different topics align to modules for different grade levels	Teachers/ Administrators

Human Resources	Instructional Leadership Team, Grade Level Teachers, Data Committee
Instructional Resources	iReady Consultants, Math Consultants, professional learning texts
Schedule Adjustments	Funding for teacher coverage to participate in professional development during regular school day and after school hours
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)
Increase participation rate of parents on the NYC School Survey	June 2022 NYC School Survey reports showed 95% parent participation rate	Outreach efforts by parent coordinator and attendance committee

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	95%	By June, 2023, practices related to Social-Emotional Support will improve 2%, from 95% to 97%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		06/18/2022			
Parent Survey	Parent Attendance at Conferences and Workshops	NYC School Survey Results	85% parent participation at Parent-Teacher Conferences	90% parent participation at Parent-Teacher Conferences	92% parent participation at Parent-Teacher Conferences

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	01/31/2023	All school constituents will continue implementing our school-wide Positive Behavioral Intervention and Supports System (PBIS) to sustain and support social and emotional developmental health of students
08/29/2022	01/31/2023	PBIS Committee and Parent Coordinator will meet regularly with students and families, throughout the year via surveys to track, monitor, and proactively support students' social and emotional growth and attendance.
08/29/2022	01/31/2023	Teachers and parents will participate in workshops with experts from NY Presbyterian to address social emotional and mental health.

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	06/23/2023	All school constituents will continue implementing our school-wide Positive Behavioral Intervention and Supports System (PBIS) to sustain and support social and emotional developmental health of students
02/01/2023	06/23/2023	PBIS Committee and Parent Coordinator will meet regularly with students and families, throughout the year via surveys to track, monitor, and proactively support students' social and emotional growth and attendance.
02/01/2023	06/23/2023	Teachers and parents will participate in workshops with experts from NY Presbyterian to address social emotional and mental health.

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)
10/03/2022	06/23/2023	Parents will be provided with mindfulness classes every week. Parents will participate of Zumba Wednesdays and Meditation Mondays.	Consultant
10/03/2022	06/23/2023	Parents will be given workshops using our family handbook as a reference	Parent Coordinator

Human Resources	Outside consultants to provide mindfulness activities, NY Presbyterian Hospital, PTA, SLT members
Instructional Resources	Family Handbook, Parent engagement books (different topics)
Schedule Adjustments	Provide teacher coverage
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)
Decrease the amount of students currently considered chronically absent	2022 Insight reports showed 45% of our students are Chronically Absent	Unforeseen challenges brought up by the COVID-19 Pandemic

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	13%	By June, 2023, Chronic Absenteeism for All Students will Decrease 4%, from 13% to 9%, as measured by 2022-2023 End of the Year Cum Monthly Absent (RAMO) ATS and Insight 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)
		June 2022 attendance reports			
Monthly Absent ATS Report (RAMO)	Chronic Absenteeism	10% Absentee Rate	16% Absentee Rate	13% Absentee Rate	9% Absentee Rate

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/12/2022	01/31/2023	Provide students with extended learning opportunities outside of the classroom such as field trips, assemblies, residencies, after school enrichment activities
09/12/2022	01/31/2023	Identify students with Chronic Absences. Designate an outreach member to follow up with individual students and families to monitor progress
09/12/2022	01/31/2023	Provide enrichment opportunities for all students to promote togetherness, acceptance, and citizenship

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	06/23/2023	Strengthen the attendance committee by establishing structures and protocols to identify incentives and interventions
02/01/2023	06/23/2023	Strengthen current action plan by implementing a 3-tiered school-wide attendance improvement plan that will closely monitor chronic absenteeism data in order to better serve students and families
02/01/2023	06/23/2023	Administrative team and support staff will identify and address common barriers for chronic absences

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/12/2022	01/31/2023	Provide parents with a workshop on the importance of daily attendance	Parent Coordinator
02/01/2023	06/23/2023	Parent workshop on promotional criteria	Assistant Principals

Human Resources	Assistant Principals, Parent Coordinator, Guidance Counselor, Teachers
Instructional Resources	Insight Data
Schedule Adjustments	Teacher coverage to plan, prepare, and present information
Other Resources Needed	ATS Reports

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)
Ensure alignment between present level of performance, goals, and recommended programs on IEPs	Based on IEP reviews from the 2020 - 2021 school year, about 80% of IEPs demonstrate alignment across present level of performance, goals, and recommended programs.	Misconceptions around alignment on the IEP.

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)	80	By June, 2023, to strengthen the quality and implementation of IEPs for all students with disabilities (SWD), we will improve the alignment of IEPs across present level of performance (PLOP), annual goals, and recommended programs by Increase 10, from 80% to 90%, as measured by IEP Reviews, Peer Reviews, IEP Checklist and Explicit Feedback.

Progress Measures and Targets

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

number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Monthly IEP Reviews, IEP Checklists	Improve Quality of IEPs	80% of IEPs reflect an alignment in the present level of performance (PLOP), goals, and recommended programs	80% of IEPs will reflect an improvement in the alignment of the present level of performance (PLOP), goals, and recommended programs	85% of IEPs will reflect an improvement in the alignment of the present level of performance (PLOP), goals, and recommended programs	90% of IEPs will reflect an improvement in the alignment of the present level of performance (PLOP), goals, and recommended programs

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?)
09/12/2022	09/30/2022	Ensure alignment between present level of performance, goals, and recommended programs.	School Implementation Team will create an IEP checklist for special education teachers to review IEPs and ensure alignment.
09/12/2022	09/30/2022	Ensure alignment between present level of performance, goals, and recommended programs.	School Implementation Team and administrators will create a plan and schedule for peer review of IEPs.
09/12/2022	12/30/2022	Ensure alignment between present level of performance, goals, and recommended programs.	Provide professional development to special education teachers around overall IEP alignment, present level of performance and creating rigorous goals
09/12/2022	12/30/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.	Provide professional development to special education teachers around the 13 categories of disability and possible impacts and effects of the disability.
09/12/2022	11/11/2022	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	N/A
09/12/2022	06/23/2023	Conduct IEP meetings within specified compliance dates	School Implementation Team will look at number and percentage of IEP meetings held by compliance dates
09/12/2022	06/23/2023	Monitor referrals to Special Education to ensure appropriate referrals only	School Implementation Team will look at number and percentage of referrals
01/02/2023	06/23/2023	Ensure alignment between present level of performance, goals, and recommended programs.	School Implementation Team and administrators will check in impact of peer reviews on IEP quality, and make changes as needed.

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)
09/09/2022	11/30/2022	Parent Workshops	SIT Team Members/IEP Teacher

Human Resources	Set aside funding for teacher coverage
Instructional Resources	Instructional materials for ELA and Math, Consultants, Special Education Liasion, IEP Teacher
Schedule Adjustments	Teacher coverage and after school per session opportunities for planning, preparing and presenting
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	Students at risk (Math)	station teaching	Small group	During school	No
Tier 2	Students at risk (math)	Math fluency centers	small group	During school	No
Tier 2	Reading Centers	ELA Strategy groups	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	Students at risk	Physical Education	Small group	During school	No
Tier 2	Students at risk	Columbia Presbyterian	Small group Targeted	During school	No
Tier 2	Students at risk	Counseling Circles	Samll group targeted	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>66</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>In an effort to support their educational needs the school has established the following services:</p> <ul style="list-style-type: none"> o The school has established an STH Liaison who provides supports and information for the families of STH, as well as serving as a link between the families and school o Students will be provided with backpacks, uniforms and school supplies o We have partnered with Nordstrom to provide 75 pairs of sneakers to Students In Temporary Housing o Donations of coats (New York Fire Department) o Dinner for parents will be provided during Thanksgiving, Mother's day, Father's Day etc. o In the event that transportation is required, the Liaison will coordinate arrangements, such as MetroCard and/or busing. o Home visits conducted by the attendance teacher, social worker, guidance counselor, and family worker will be implemented to support families with all areas related to temporary housing o The STH Liaison will collaborate with the guidance counselor, social worker, and psychologist to provide social emotional support and counseling to STH o The attendance teacher will be collaborating with the school and families to monitor and support the attendance of STH
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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

PS 115 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 115, 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:	06M115
Borough:	Manhattan
School Number:	PS115

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	Boris Consuegra
Assistant Principal	Nicole Carfiro
Literacy Coach	Maris Olivo
Math Coach	Maria Raniolo
English as a New Language (ENL) Teacher	Evelyn Vargas
School Counselor	Edwing Barrios
Teacher/Subject Area	Lucila Jimenez
Teacher/Subject Area	Fraeli Morfe
Parent	Tania Muñoz
Parent Coordinator	Raynoa Duran
Related-Service SETSS Provider	Yadira Cruz

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:	3
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:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	357
Total number of current ELLs at your school:	100
Total percentage (%) of current ELLs at your school:	30.03%
Total number of former ELLs at your school:	17
Total percentage (%) of former ELLs at your school:	5.11%

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	TBE	Eng/Sp	1993						1								1
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	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>In our ENL Stand- alone instructional program students are grouped by grade level and proficiency levels. At times, we group students into two grade bands (e.g., first and second-grade (EN-EM) students) to maximize instructional time. Students are escorted by the ENL teacher into the ENL room to receive 50 minutes of instruction for the day as per CR Part 154. Both ENL and Content teacher collaborate during grade team meetings to plan lessons aligned to the New York State Next Generation Learning Standards. The ENL teacher presents students with learning tasks/discussion prompts and opportunities that allow them to read, summarize, speak and respond. Students are maintaining a writer’s notebook/journal to record their responses to questions with the provided scaffolds, materials and resources. Video and audio of read alouds are shared with students to support their reading, thinking, speaking, writing and listening skills. Live and pre-recorded videos along with student interactive internet resources are used to strengthen language instruction. In our Stand-alone setting students are grouped by grade level and heterogeneous. Students receive English Language Development support from the ENL teacher in a specific core content area e.g., ELA, Science, Social Studies,). The ENL teachers provide support on word work/vocabulary. The focus is on explicit instruction that incorporates ENL strategies, repetition, cognates, and the use of native language to support student understanding. In our Stand-alone classroom instruction is delivered using multiple entry points in which provide students access to the learning of the English language. The strategies in the teaching/learning integrate all four modalities listening, speaking, reading, and writing. Instructional strategies utilized are as follows: -Differentiation of instruction -The use of manipulatives and student choice -Total Physical Response to support with understanding. -Visuals and objects are labeled. - The use of graphic organizers - Students are provided with multiple opportunities to talk - The use of sentence frames in partner discussions and in writing. - The use of native language support e.g., the teacher allows students to share what they know in their native language. -Read-alouds, shared reading, close reading, independent writing practice, and grammar practice The following online resources are also provided: - The use of Cognates - Colorin Colorado (home support) - Epic - Brainpop for ELL’s - Lalilo (phonics) - Lively Letters (Phonics) - Foundations (phonics) - Reading A thru Z - Pebble Go, Flip Grid, Unite for Literacy, Raz Kids, Star Fall - Imagine Learning for ELLs Students are maintaining a writer’s notebook/journal to record their responses to questions with the provided scaffolds, materials and resources. The lessons provided by the ENL teacher are designed to provide rich language support in order to acquire the English Language needed for success in core content areas. In our Stand-alone setting home, language supports and ELL scaffolds are implemented in the planning of the lessons.</p>
<p>Integrated English as New Language (ENL)</p>	<p>In our Integrated instructional program, students are grouped by grade level and heterogeneously. The ENL teacher pushes into the classroom at a specific block of periods of the day, ensuring students are provided with the required amount of instructional time as per CR Part 154. Both ENL and Content teacher collaborate to plan lessons aligned to the New York State Next Generation Learning Standards. Both teachers co-teach and agree on which co-teaching model to implement during the lesson. The ENL teacher focuses on the linguistic demands of the lesson(s). Students receive English Language Development support from the ENL and content teacher in the core content area e.g., English Language Arts, Math, Science, or Social Studies). In our Integrated classroom home language supports, differentiation and ELL scaffolds are implemented in the planning of the lessons. Instruction for the Entering, Emerging, Transitioning, and Expanding students includes the ELA content area. Teachers implement strategies that integrate all four modalities listening, speaking, reading, and writing. Sample of strategies implemented during instruction include; - Multiple opportunities to talk through the use of think-pair-share, group discussion & whole class. - Teachers encourage students to restate and rephrase auditory - The use of graphic organizers and other scaffolds to help students organize their thoughts/ideas - The use of native language support e.g., the teacher allows students to share what they know in their native language and attempt to share in English. - Total Physical Response to support with understanding - The use of manipulatives and Explicit modeling - The use of visuals and artifacts In addition, the following on-line resources are provided for support: - The use of Cognates - Colorin Colorado (home support) - Epic - Brainpop for ELL’s - Lalilo (phonics) - Foundations (phonics) -Reading A thru Z -Pebble Go, Flip Grid, Unite for Literacy, Raz Kids, Star Fall -Imagine Learning for ELLs Instructional minutes are incorporated in accordance with the proficiency level of each student as mandated by CR Part 154.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Currently we do not have a Transitional Bilingual or Dual Language Program in our school.</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>In collaboration with the school administration, teachers analyze assessments such as student writing, Independent Running Records, NYSESLAT and NYSITELL data for students in the Free Standing English as a New Language program and integrated program. The ENL teachers provide the 2 units of instruction for entering and emerging students, and 1 unit of instruction for the transitioning, expanding, and commanding students. Student resources and materials are also provided to classrooms of ELLs to ensure that native language support is available for students. However, all English instruction is provided through the use of various ENL strategies and techniques with a focus on vocabulary development, comprehension, grammar, reading, listening, speaking and writing. ENL teachers also provide explicit instruction, practicing oral language, vocabulary, and language structures supports through Google classroom and Google Meet. They are providing stand-alone instructional time as mandated by the (CR) Part 154.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Currently we do not have a Dual Language Program.</p>
<p>In which language(s) is each core content area taught?</p>	<p>English with home language support when needed.</p>
<p>How is instruction designed to include both languages?</p>	<p>Instruction is in English.</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>Emergent literacy is taught in English.</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>The composition of our ELL subgroups at our school is comprised of 82.5% of Newcomers. Students with inconsistent/interrupted Formal Education (SIFE) are at 3.1%. Effective services for Newcomers that have been in the U.S. school system for less than 3 years will be identified by the ENL Coordinator, Ms. Vargas by class and grade. At the end of the academic year, students who fall in this category will be strongly encouraged (parents informed) to attend the Summer Rising Program and engage in-person resources and learning activities. During the regular school day, the ENL teachers as well as classroom teachers will meet, plan and provide the needed support to our newcomers via the Google classroom , Google Meet platform as well as in person instruction. Students in this category will receive ongoing support as per the CR-PART 154 mandated minutes and continue to be provided with explicit instruction, scaffolds, visuals, videos, vocabulary development, ENL strategies, hands on activities and opportunities for teacher and peer discussions on a consistent basis. Students with interrupted formal education (SIFE) enrolled at PS 115 will receive intensive reading, writing and language development via small group instruction, teacher made assessments and running records by their classroom teacher via live instruction learning. In addition, they will receive their mandated instructional ENL block as determined by the NYSESLAT assessment of 2022. SIFE students will also be invited to attend the Title III after school and Saturday program to receive instruction live. Moreover, explicit one to one classroom instruction, small group, explicit modeling and student practice with teacher guidance and feedback will facilitate student learning. The official teacher of the SIFE is required to provide instruction as per Part 154 Regulations (360 minutes of ENL per week). It is expected that with all these supports in place, SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the educational gap. In the event that more support is needed, students will be invited to attend the Summer Rising Program in person.</p>
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<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>The composition of our Long-Term ELL subgroup at our school is comprised of 0% Effective services for Long-Term ELLs differ from those designed for developing ELLs as the ENL Coordinator and/or ENL teacher will identify the students by grade and class. The ENL teachers will meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. The Assistant Principal will assign grade appropriate Academic Intervention Support (AIS) to tackle the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations. Teachers will implement flexible grouping, provide scaffold support for language tasks e.g. specific and higher-level language scaffolding. In addition, have students give peer support and provide ongoing opportunities for discourse.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>The make up of our Former ELLs is 4.5% Former ELLs are provided with extended time on New York State assessments. They receive additional support from the ENL teachers and receive ENL instruction for 90 minutes per week. Testing accommodations are provided for ELA, Mathematics, and Science. All ELLs are provided with word-for-word glossaries for testing accommodations and presented with different opportunities to engage in discussion. We use the i-Ready digital program to support students and inform instruction.</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>After analyzing the 2021-2022 New York State English as a Second Language Achievement Test (NYSESLAT) students presented challenges in the areas of speaking and writing. According to the NYSESLAT raw scores, the language modality of writing had the lowest scores. The students who performed well in reading did not necessarily do well in writing. Students performed greater in the listening modality in comparison to the other language modalities. A few students remained at the same language proficiency level, some moved up one level and few went down a level.</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>The relationship amongst ELL's performance on the NYSESLAT and other state assessments are that this sub-group performed at a lower level than their peers or scored at bottom 1/3. A few students performed at grade level or better depending on the subject area. Students who performed low on the language modality of reading and writing scored a level one on the ELA assessment.</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>The At-Risk levels of ELLs at our school community is the lack of native language and support from home. Also, the lack of English and experiences or activities out in the community and real world which is inconsistent. The staying connected with teachers or connecting through class dojo and or communicating is a big concern due to the lack of resources in the home. Attendance continues to be an area of major concern. We are focusing in gaining more participation and collaboration from the parents letting the know the importance of attending school everyday and on time.</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 home language of ELLs most represented in our school community is Spanish. Currently all teachers use TC running records to determine students reading level. They also analyze NYSESLAT data and language assessments to plan accordingly. teachers are provided with instructional materials in both English and Spanish. Cognate charts, I-Pads, picture word walls in Spanish and English, visuals, anchor charts and picture dictionaries are used to support home language. Classroom libraries are established in both languages (if needed) by the Literacy coach and classroom teacher. Teachers in monolingual with the majority of students being ELLs are expected to provide students with tangible and on-line resources in both languages during the instructional day. The ENL teacher uses Spanish trade books, on-line resources, ENL strategies and vocabulary words to support language development. In addition, both the classroom teachers and ENL teachers use student dictionaries, technology, explicit modeling, visuals, manipulatives and total physical response to support the home language. Lastly, They provide students with multiple opportunities for students to participate in discussion through the use of turn/talks, group discussion, debates, share-outs, whole class discussion and presentations.</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>The racial and ethnic classifications of ELLs in our school community consist of Hispanic, American Indian, Black, Multiracial, Native Hawaiian/Pacific Islander and White students. Teachers deliver Problem Based Learning units of study where students have opportunities to learn about different cultures, current events, equal rights, exploration, hands on activities and participate in field trips aligned to the units of study. Teachers ensure lessons include a content and language objectives. They use native language on a needed basis to support student understanding. Classrooms are print rich with visuals, vocabulary and conducive environment to learning. In addition, families invited to participate in school activities and field trips aligned to the units of study. More so, ELLs are encouraged to take advantage of our afterschool and Saturday Title III Enrichment program in which they are provided with additional learning cultural activities that include exploration and hands on.</p>

<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We currently have 3 SIFE students in our school. Some of the trends reflected on the NYSESLAT results of ELLs with IEP's is in the language modality of writing students performed low. The cause for the results for this specific subgroup are poor attendance and the different learning disabilities. The lack of not knowing their native language well, parents removing students from school for extended periods of time before and after holidays and during the school year to travel outside of the country is where the students are losing valuable instruction. When students are learning a new language and are assessed, results show 2 to 3 grade levels below current grade and are lacking the academic vocabulary.</p>
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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 school's leadership team takes into consideration the needs of MLs/ELLs in the school's instructional design by incorporating culturally diverse resources into each curriculum. We highlight the school's cultural diversity by reading and writing about multicultural topics. By taking into consideration the language and cultural diversities in our school, we allow for all of our students, especially MLs/ELLs to feel included and supported. The instructional Leadership Team (ILT) identifies goals and standards for the units of study in collaboration with the ENL teachers. They discuss content and language objectives to provide access into the four language modalities. The team uses the language proficiency levels, running records, NYSESLAT, iReady data, Imagine Learning for ELLs and other assessments to plan meaningful lessons. The team discusses and plan lessons that present differentiation, scaffolds and multiple entry points to access the content.</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>Our 2nd grade ENL self-contained teacher delivers ENL instruction through the content areas. The ENL teacher will continue to use the Engage NY curriculum for literacy and math. Teachers use the students visuals and manipulatives to help them progress academically in all content areas while they acquire the English language. ENL as well as classroom teachers imbed explicit instruction to support the four modalities of listening, speaking, reading, and writing. ENL teachers use a variety of approaches to support the acquisition of the English language using ENL methodologies and instructional strategies, such as visuals, heterogeneous grouping, prior knowledge, manipulatives, vocabulary, clear modeling, repetition and the use of artifacts, etc. We also use Advanced Literacies (4 hallmarks) within the core curriculum which entails Hallmark 1: Work with engaging texts that feature big ideas and rich content. Hallmark 2: Talk and discuss to build both conversational and academic language and knowledge. Hallmark 3: Write to build language and knowledge. Hallmark 4: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge. Content area such as science and social studies are taught in English. In addition, online resources and videos are used to support language development including home language.</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>Teachers of MLs/ELLs use many different forums to provide students with differentiated instruction that involve their cognitive and social skills. All teachers at P.S. 115 allow their students time during the school day to engage in content material through technology, such as their iPads and computers. One platform that has shown to be effective to collect student data is iReady, which allows students to practice content at their level, while simultaneously challenging them with advance material. iReady, along with other forums like Raz Kids, MyON, Epic, Imagine Learning for ELLs, etc. allow for students to practice and grow in their struggling areas. These platforms are fundamental to the student's English Language Development because it allows for students to be given material that meets them where they are academically, thus supporting students' individual needs. This is a great advantage for ELLs and students with IEPs, because teachers are able to track student progress, monitor student growth, and appropriately address student needs.</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>Our teachers collaborate and share online resources and best practices to modify and differentiate lessons based on student need. They will provide explicit instruction and conduct ongoing assessments such as exit tickets, on demand writing, monthly running records to meet the learning goals and needs of all students. Some of the methods used by teachers to support ELL-SWDs are changing the way instruction, materials and classroom activities are delivered: For example: instructional approaches, differentiation, scaffolds, manipulatives, hands-on activities, group work, exploration, and incorporating flexible programing into the student's IEP in order for the student to experience a less restrictive learning environment. For example, a student in a self-contained special education class can have a program recommendation to receive SETSS in a general education classroom during instructional periods. Lessons are planned using the Common Core Learning Standards with modifications to meet each of the students' academic needs and IEP goals.</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>PS 115 is using the following screening assessments to guide instructional planning: i-Ready, RESI report, item analysis, portfolio assessment, writing assessments, TCRWP, Foundations, and other assessment tools such as: NYSITELL and MOSL to identify and address student areas of need while targeting areas for growth. In order to meet and exceed Common Core Standards, students in grades K-5 will complete benchmark assessments in reading, writing, and mathematics. Results generated from these assessments, will help teachers focus on specific students' areas in need of additional instructional support and to develop targeted instructional groups/strategies. Teachers will assess students around concepts of print, letter identification, letter sounds, vocabulary development and spelling (sight words). They will use this data to guide instruction, conduct student conferences and to form small groups. Running Record assessments will help teachers make appropriate decisions as they select reading materials/resources for students and monitor progress as needed. In addition, the school Response to Intervention (RtI) team uses assessment tools and aggressive intervention that enable teachers to identify students in need of Tier I, II, and III interventions.</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>Based on the data, we have decided to use the following intervention programs throughout the academic school year: Title III program for ELLs, Intervention afterschool and Saturday Academy Enrichment Program to support ENL students with language development, science, reading and math intervention. The i-Ready digital program to support each students learning path and Lively Letters phonics program.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Evaluation of the data provides teachers with the opportunity to obtain information about their students' strengths and areas of need in English language development. Implementing the Response to Intervention (RtI) framework supports teachers in identifying the difference between a learning disability and difficulty with language acquisition. In addition, teachers use the language progressions to best support student learning. The data sources used for this process include the following:-Results from the previous English Language Assessments (NYSESLAT) Number of years of instruction in a Bilingual or English setting- Independent Running Records, -iReady Diagnostics -Accelerated Reader & MYON Data _Imagine Learning for ELLs - Student work products -Language Assessments -Quizzes and on demand writing assignments Throughout the academic school year, our English as a New Language Team and RtI team will continue to meet regularly to analyze and have conversations around student data and record trends to meet the needs of our student population. Teachers use the data and make the needed adjustments to less on and unit plans in order to provide different entry points and strategies for ELLs. Students who fall into Tier I receive explicit language instruction, sentence starters, sentence frames, manipulatives, graphic organizers, visuals, technology (On-line resources). Data is analyzed regularly, and students who are making minimal progress receive small group instruction and increased individual conferences (Tier II). Students who require additional support receive intensive individual intervention (Tier III). More so, information gathered during these meetings is taken into consideration when creating professional development opportunities for teachers, make curricular adjustments and provide targeted intervention for our ELL population.</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 formative assessments used to drive instruction are previous years' language assessments, NYSESLAT, ELA and Math state assessments, quarterly assessments, TCRWP, Running Records and iReady diagnostic. The data collected is used to make any needed adjustments to lessons, curriculum and intervention programs. Due to our 2022 NYSESLAT data, running records and writing data, the Administrative Cabinet team decided to continue the Cloud9World social-emotional curriculum, after-school and Saturday ENL Title III program for grades 2 through 5 to support students with language acquisition. In addition, we purchased the E-books digital platform and we will ensure all programs provided to ELLs include on-line learning activities, hands-on activities and virtual field trips aligned to their learning.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The teachers use writing samples, exit slips, observations, conference notes, Running Records in Spanish, iReady data and the Examen de lectura en Espanol (ELE) to evaluate students' progress in their home language. In addition, home language assessments from the after school Title III program.</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>The Summative assessments used are the, NYSESLAT, ELA and Math as well as quarterly assessments. The data collected is used to make adjustments to lessons, curriculum and intervention programs. Due to our 2021-2022 language, running records and writing data, the Administrative Cabinet team decided to continue the Cloud 9 World social-emotional curriculum, after-school and Saturday ENL Title III program for grades k-5 to support students with language acquisition. In addition, we purchased the Ebooks digital platform, continue to use iReady program and ensure all programs provided to ELLs include on-line learning activities, hands-on activities and virtual field trips aligned to their learning.</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>Assigned staff members listed below participate in a NYSESLAT information calibration exercise and receive a memorandum with a breakdown of test administration dates for the different language modalities. The following staff members were responsible for administering the 2021-2022 NYSESLAT exam: Ms. Vargas ENL Coordinator Ms. Valerio Salazar ENL Teacher Ms. Angelica Santana (SPED AIS Teacher) Ms. Annie De La Cruz (Art Teacher) Ms. Ana Pena (1st grade Teacher) Ms. Karen Nieves (Kindergarten Teacher) Ms. Taisha Alvarez (Speech Teacher) Ms. Herlina Pichardo (2nd grade Teacher) The following staff members were responsible for grading the NYSESLAT exam: Ms. Annie De La Cruz (Art Teacher) Kindergarten Ms. Patricia Thams (Enrichment Teacher) Second grade Ms. Eddy Chavez (PHYSICAL Education Teacher Third grade Ms. Evelyn Vargas (ENL Coordinator) Fifth grade Ms. Valerio Salazar ENL Teacher (Any) Mr. Ruben Gonzalez (Enrichment Teacher) Fourth grade</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>Our ELL-SWDs are exposed to the same educational curriculum/material/resources as our general education students. In order to provide access to the academic content areas and to accelerate English language development, our teachers implement a variety of methods such as: explicit instruction, higher order thinking skills, language development and small group instruction. During small group instruction, students are exposed to hands on activities, manipulatives, and leveled texts using Literacy Level Intervention (L.L.I); outside resources such as articles; visual aids (charts, pictures, word wall, and smartboard) and on line resources and videos. For reading, teachers include strategies like re-reading, chunking of words, letter sounds, stretching of words, using labels, activating prior knowledge, word association, teaching cognates, and teacher modeling. Programs such as the Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas and Pinnell, are used to help ELL-Students with Disabilities in their English language development.</p>
<p>b. SIFE</p>	<p>Currently, we have 3 students with Interrupted Formal Education (SIFE) attending our school. Students with interrupted formal education (SIFE) enroll at PS 115, will receive a writing screener and SIFE oral interview questionnaire. Also, intensive reading, writing and language development via small group instruction, teacher made assessments and running records by their classroom teacher. SIFE students will be also be invited to attend the Title III after school ASPIRA program and zero period program for entering . Moreover, explicit one to one classroom instruction, explicit teacher modeling and student practice with teacher guidance and feedback will facilitate student learning. The official teacher of the SIFE is required to provide instruction as per Part 154 Regulations (360 minutes of ENL per week and 90 minutes of daily HL). It is expected that with all these supports in place, SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the educational gap. In the event that more support is needed, students will be invited to attend the Summer Rising Program.</p>
<p>c. Newcomer</p>	<p>Newcomers that have been in the US school system from 0 to 3 years will be identified by the ENL Coordinator, Ms. Vargas by class and grade. At the end of the year, students who fall in this category will be strongly encouraged (parents informed) to attend the Summer Rising Program. During the regular school day, the ENL teacher as well as classroom teachers provide the needed support to our newcomers by differentiating instruction, providing the needed scaffolds and resources to support language development and access to the content. Such as Flexible grouping, providing visuals during instruction, PBL activities, tiered activities, researched based strategies and ongoing assessments.</p>
<p>d. Developing</p>	<p>Students receiving service for 4-6 years will follow the protocol described below: The official teacher of the student is required to provide instruction as per Part 154 Regulations (180-360 minutes of ENL per week and 45-90 minutes of daily NL, if applicable). Teachers will provide differentiation in the classroom using explicit teaching, opportunities for discourse, flexible grouping, and scaffolds including checks for understanding strategies. The students' progress in language acquisition and content area achievement are reviewed through student conferencing, portfolio reviews and assessments throughout the school year.</p>
<p>e. Long Term</p>	<p>The ENL Coordinator and/or ENL teacher will identify the students by grade and class. The ENL teachers will meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. The AP will immediately assign grade appropriate Academic Intervention Support (AIS) for the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations. Teachers will implement flexible grouping, provide scaffold support for language tasks e.g. specific and higher-level language scaffolding. In addition, have students give peer support and provide opportunities for discourse.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs will have extra support from the ENL teacher and receive ENL integrated instruction for 90 minutes per week. All ELLs are provided with English and Spanish glossaries to support language. Teachers provide small group instruction and scaffolds to support students. In addition, individualized learning support and assessments are given to measure language and academic progress.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Teachers are creating video chats for different groups of students during the day based on abilities, language proficiency levels, reading levels and learning needs. Teachers have established clear expectations on language use and deliver explicit instruction while using visual thinking strategies to tap into students' prior knowledge and develop their thinking skills that use detail to enhance Cognate charts, word walls. Anchor charts and dictionaries are used to support home language. Classroom libraries are established in both languages by the classroom teacher (if needed). Teachers are expected to provide students with resources in both languages during the instructional day. The ENL teacher uses Spanish trade books ENL strategies and vocabulary words to support with language development. The ENL teacher also uses student dictionaries, technology, visuals, manipulatives and total physical response to support the home language. Lastly, the classroom teacher provides students with multiple opportunities for students to participate in dialogue on-line and in school through the use of Google Meets, turn/talks, group table discussion, debates, share-outs and whole class discussion.</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>Teachers are expected to participate in learning and implementing the Cloud 9 curriculum where as a school community we focus on building great citizens and teaching students about different character traits around citizenship such as: Equity, optimism, justice, fairness, service, inclusion, diversity, hope, solidarity and mattering. Announcements over the loud speaker are made every morning around SEL and teachers have structured time frames throughout the school day to engage in open discussions around critical thinking, managing emotions, working through conflicts, decision making and team work. PS 115 collaborates with Columbia Presbyterian hospital (Turn 2 Us program) where students, staff and families are provided with different opportunities throughout the school year to participate in Social emotional learning needs and self care workshops. Teachers are provided with training on Class Dojo SEL to support our students and families.</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>As a school community, we provide professional development for all teachers. Administrators strategically differentiate Professional development sessions that specifically address best practices for our English Language Learners. The Magnet team, professional development team and grade team leaders plan different professional development workshops according to teacher needs. In addition, monthly Bilingual meetings are held for grades bilingual teachers. All stakeholders focus on effective ENL strategies, vocabulary development, integrating language and content instruction for our ENL population. Teachers also participate in house and off-site works hops and are required to turnkey this information to their colleagues during weekly professional development sessions. In order to meet the 15% of ELL professional development for all teachers, the ENL Coordinator, ENL teacher and A.P. meet with teachers during common planning and LASW time for ENL support. Professional development is provided on a monthly basis in and out of the school building by literacy and math coaches.</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>Each year, the school's Parent Environmental Survey is carefully evaluated by several members of the School Leadership Team. They identify various areas in which parents expressed concerns and the team determined that parents needed to be provided with additional resources and information around policies and procedures taking place in the school community. Workshops are classified in accordance to students' needs. For example, parents of ELLs are invited to workshops about resources in the community such as library, programs, resources, immigration services, and community agencies. In addition, other areas are being addressed through workshops, planned and organized by the school's PTA. Another survey will go out to all parents mid year that will be evaluated and used to plan additional workshops and events to support and inform parents in our school. In addition, the parent coordinator organizes different workshops in the areas of math, literacy and instructional strategies on how to support student learning at home. Some of the workshops offered to parents include: Learning about Patterns (Pre-K & K) understanding independent reading levels and ENL strategies, Language Proficiency levels, Elevate Education, Accelerated Reader Program, Common Core Math Curriculum and Homework tips and test taking strategies. Translation services plan is available for our non-English speaking parents. It is a plan that assists parents in their preferred language in order to support shared parent-school accountability, parent access to information about their child's educational options, and parent's capacity to improve their child's achievement. Additional activities include student and family celebrations such as: End of unit celebrations, Title III carnival, afterschool activity celebrations, field trips aligned to units of study, art and Magnet steam nights.</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>PS 115 provides annual individual meetings with parents of ELLs to discuss goals for the year, their child's language development progress and their assessment results according to the NYSESLAT taken in the Spring 2021-2022. The meetings are held during Tuesdays' family time between the hours of 2:30 and 3:00 pm, after-school or scheduled appointments. Parent letters are distributed in English and Spanish in the beginning of the school year notifying parents of their child's entitlement or non-entitlement in receiving ELL services or if their child reached a commanding level on the NYSESLAT. Translation services of all documents are provided in the parent's preferred language.</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>As a Magnet school we provide a unique opportunity for all of our students. Teachers are provided with on-going differentiated professional development opportunities around technology, digital resources and ways to enhance units of study to best meet the needs of our students. As a school community we focus on equity and excellence by striving to support each child. Our units of study provide ELLs with different entry points and access to the content through the use of hands on activities which include art, science and exploration. For example in our PBL unit of study 5th grade students have an opportunity to learn about Natural Disasters and create rescue packages and make pre-recorded Public Service Announcements. 4th grade students engage in a math PBL where they learn about budgeting and event planning. Students are allocated a budget in which they have to plan and organize an event an individual and present the plan. We also collaborate with different residencies such as AJNA Indian Dance, Center for Technology, Hall of Science, and Materials for the Arts.</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>Parents of newly enrolled ELLs and their children have the option of a virtual meeting/tour or invited to tour of the school individually or in small groups. Families receive the Parent Handbook before the beginning of the school year, in order to acclimate themselves to our school community. PS 115 parents are invited to Back to School Night in the middle of September where teachers and parents meet either remotely or in person. Parents learn about the curriculum activities and expectations for the year and ways in which they can help their child at home in reading and math. New ELLs who enroll throughout the school year are invited to participate in the Newcomers group. They will receive daily ENL support through explicit instruction, scaffolds and differentiation. They will also invited to participate in the afterschool and Saturday Title III program.</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 members who identify ELLs throughout the academic year are the following: Ms Eveyln Vargas (ENL Coordinator) Ms. Valerio Salazar (ENL Teacher) Ms. Yadira Cruz (Bilingual SETSS Teacher) The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs) If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. The home language of the student is determined by a trained and licensed pedagogue. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. Eligibility for the NYSITELL is determined and administered. Parent is notified of their child's ELL status and results of the NYSITELL. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website:http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife <http://www.nysed.gov/bilingual-ed/schools/studentsinterruptedinconsistent-formal-education-sife Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process) If the ELL Reidentification Process is implemented for a NY student, the principal reviews the decision of a NY student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.</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
Evelyn	Vargas	ENL Coordinator	November 17, 2022	yes	Evelyn Vargas

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
Raynoa	Duran	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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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
Spanish	Spanish	98%	Spanish	98%
English	English	98%	English	98%
Arabic	Arabic	2%	Arabic	2%

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	10	5
English	20	20



<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>The data and methodologies used to assess our school’s written translation and oral interpretation are as follows: During the ELL identification process the Home Language Identification Survey (HLIS) is administered. This includes an interview with the student and parent to determine the home language. * Parents fill out the language preference form indicating language preferences. * Home Language Report (RHLA) is reviewed to identify the different languages within the school. * The increase in the number of students and families that are Spanish and Arabic speaking, such as newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish and Arabic. * As part of the school 's CEP and planning with the School Leadership Team, the school addresses the language assistance needs as follows: Regular and timely provision of translated documents through existing resources within the school or the Translation and Interpretation Unit. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding important information about their child's education and well-being. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor's Regulation- A-663.</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.
Notices	September, October, November, December, January, February, March, April, May, June	Class Dojo, assistance from colleagues and office personnel to translate the documents. The Administration team reviews all notices before sharing with families.
Flyers	January, April, May, June	Class Dojo, support from colleagues and office personnel to translate the document. The Administration team reviews flyers before distribution to families.
Newsletters	September through June	We use Google translator, Class Dojo, assistance from colleagues and office personnel to translate the document. The Administration team reviews the newsletter before distribution to families.
Progress Reports	October, January, March, May	We use Google translator, Class Dojo, assistance from colleagues and office personnel to translate the document. The grade supervisor reviews the newsletter before distribution to families.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Meetings	Weekly thru June	Our school community provides interpretation services by assigning a bilingual teacher or a Spanish speaking staff member to support with the translation services needed. In addition, our main office personnel are all Spanish speakers and provide support.
Parent Teacher Conference Night	September, March	Classroom teachers are provided with a schedule of the translator assigned to their class.
Curriculum Night	September - December	Presenters are paired up with a translator.
End of Unit Celebrations	November, December, February, April.	The grade level supervisor will provide with a translator if needed
PTA Meetings	October - June	

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of an emergency situation we rely on our school wide Google drive, the main office and classroom teachers to obtain the most updated contact information for our families. Class Dojo and direct phone calls are our main sources of communication during an emergency. The BRT team will be activated and phone calls will be made from the command center by designated constituents who are bilingual speakers and are able to communicate in the preferred language. Most of our assigned staff members speak English and Spanish so its extremely helpful. As far as the Arabic students in our school we have two assigned staff members responsible for using the language translation unit from the Department of Education to communicate important information.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>A similar protocol will be followed in which a staff member or members will accompany the student to support and serve as a translator. The staff member will translate and use the DOE translation services if needed.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>In the event that a parent has an emergency and contacts the school, they can call the school directly and will be greeted by our main office personnel who are bilingual speakers. If it is a parent who speaks Arabic translation our trained staff will contact the language translation unit from the Department of Education for support.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Staff training via power point presentation and schoolwide Google Drive
Over-the-Phone Interpretation Desk Aid	Staff email
Language Access Handbook	Staff email
T&I Unit InfoHub Link	Staff email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The Chancellor's Regulation A- 663 is shared with the school community during staff professional development day. In addition, teachers have access to the information on the school wide Google drive. In the event that any staff member may need a hard copy one shall be provided.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>Notification requirements are displayed on posters around the schools entrances and exits. The Language Identification Guide and Information Card on Interpretation Services are shared with parents via school application, class dojo, fliers, school messenger and parent notices. In addition, PTA meetings and schools events are delivered in English and Spanish.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>The school will use feedback from parents through questioning and discussion during workshops about the quality and availability of the translation services provided to them from the school and through a school created parent survey. In addition, during family visits and school activities parents will be surveyed.</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>Ensuring that all staff members are aware of the language services available in our school to parents and protocols they need to follow when parents need support has helped with ensuring parents receive the needed support. During the next academic school year we plan to continue engaging in conversations with parents asking questions, listening to suggestions and distributing school made language support surveys throughout the academic year to continue strengthening our practices.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Alexander Humboldt Magnet Academy of Art & Science Exploration
DBN:	06M115
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	70
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	6
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>After reviewing and analyzing the academic progress of our English Language Learners, previous NYSESLAT data, baseline and mid-year assessments, ELA and Math 2021-2022 assessment data, and I- Ready diagnostic data we determined that our students need targeted support in the areas of reading and writing. Students need to continue working consistently on their individual learning paths using the I- Ready platform, Imagine Learning and engage in learning on a consistent basis without interruptions. Our priority as a school community is to continue to decrease the achievement gap amongst our ELL student population and ensure that they meet grade level standards. We will continue supporting language development incorporating hands-on and STEAM (science, technology, engineering, art, & math) related activities during in-person and remote instruction. We will provide ENL strategies, explicit instruction, vocabulary development, scaffolds, assessment in instruction, and on-going opportunities for discourse. Students will participate in theme-based learning activities around topics such as food, plants, architectural structures, visual arts, animals, human rights, weather/seasons, customs around the world, money/economics, famous people, and maintaining a healthy and active life style. These themes are geared for English Language Learners so that they learn English and information about the world around them. Students will be immersed in exploration, hands-on activities and virtual field trips aligned to units of study, that will expose them to vocabulary related to the monthly themes. Students will receive After school and Saturday instruction. We will provide supplementary ENL instruction to a total of 70 students. The goal is to acquire, maintain and sustain academic language that will help students advance through the 4 language proficiency levels. Title III services will take place twice times a week - Wednesdays and Thursdays from 2:30 pm to 4:30 pm and Saturdays from 9:00 am to 12:00 pm. A total of six qualified certified teachers: two ENL, and four Bilingual. Our target population consists of ENL students in grades 2 - 5 who have made little progress for two consecutive years, as well as, students who came close to reaching a commanding level on the 2021-2022 NYSESLAT Assessment. During the duration of the program, teachers will be instructing and supporting five groups of about 10 -12 students per group in grades 2 - 5. The program will be given in cycles. The first cycle begins on Wednesday, October 12, 2022 - December 8, 2022. The second cycle is from January 11th - February 16th. The third cycle is from March 1st - April 20th. The last cycle will be from May 3rd - June 8th. Weekday sessions will last 2 hours and Saturday sessions will last 3 hours which are taught remotely. These sessions focus on hands-on activities related to the monthly theme and opportunities for reading, writing, listening, and speaking. Students will engage in twenty minutes each day to work on grammar and conventions. Each teacher is responsible for planning and delivering quality instruction. In addition, teachers will use technology and on-line resources to support with learning, student engagement and language development. The language of instruction will be in English. However, the home language will be used as deemed appropriate. Materials: Students will engage in different hands-on activities related to the monthly theme and STEAM. Materials needed will depend upon the monthly theme and are contingent upon the resources students have in their homes. They will include realia (ie., bills and coins, and plants), art materials (ie., paper, clay, markers, color pencils, paint), building materials, and newspapers among other things. Students will have access to and be able to use a variety of non-fiction and fiction texts to support their understanding of the theme. More so, teachers will continue to use online sources such as: Imagine Learning for ELLS, Readworks, Brain Pop, Pebblego, ABC Mouse, Star Fall, DOE Website, News ELA, Reading A to Z, and MYON. Teachers will incorporate NYSESLAT Teaching Resources aligned to the four language modalities. (Ebooks digital platform)</p>
<p>Rationale</p>	<p>See above</p>
<p>Subgroups and grade levels of students to be served</p>	<p>See above</p>
<p>Schedule and duration</p>	<p>See above</p>
<p>Language of instruction</p>	<p>Language of instruction is in English.</p>
<p>Number and types of certified teachers</p>	<p>See above</p>
<p>Types of materials</p>	<p>See above</p>
<p>Include any additional details here:</p>	<p>See above</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School,Saturday Academy</p>

Grades to be served in this program. Select all that apply.	,2,3,4,5
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PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider 	<p>Supporting our teachers' professional growth, academic rigor and higher order thinking skills for our ELL students is our top priority. The ENL and bilingual teachers will participate in on-going professional development opportunities on Mondays and Thursdays of every month. In addition, they will participate in virtual inter-class visitations and debrief sessions to discuss best practices and next steps. Teachers will engage in professional development sessions both in-house and virtually. The teachers receiving training support are as follows, Ms. Alvarez, Ms. Biaggi, Ms. Campos, Ms. A. Pena, Ms. Y. Cruz and Ms. Vargas. Moreover, Ms. Vargas, ENL Coordinator, the Magnet Team, and Bilingual teachers listed below will also provide professional development workshops. 10 sessions of professional development will be provided to Bilingual teachers and funded through the Title III A supplement funds. In addition, teachers and paraprofessionals will receive support in all areas of instruction and content including NLA/ELL/LEP/Bilingual professional development. The data from the 2022 NYSESLAT, classroom assessments, I-Ready diagnostic, Imagine Learning for ELLs, running records, student writing samples, teacher observations, and interim assessments from the after school program demonstrate that teachers will benefit from engaging in targeted professional development. Topics for the academic year: Professional Development sessions will take place on Mondays or Thursdays (45 minutes sessions) - Support in all areas of instruction and content including NLA/ELL/LEP/Bilingual professional development. (Ms. Yolanda Santiago) English as a New Language instructional strategies (E. Vargas) - Analyzing different data sources to develop actionable next steps (N. Carfiro & Mr. Consuegra) - Vocabulary development (Ms. Alvarez) - Infusing Technology to Support Student Learning (Ms. Thams & Ms. Campos) - Project based learning (ILT Team Members) - Using the Can Do Descriptors to guide instruction (T. Alvarez) - Bilingual Common Core Progressions (Ms. Vargas & Ms. Valerio-Salazar) - Supporting learning in the four modalities (Reading, Writing, Listening, Speaking - E. Vargas) - Reading & Writing ELL strategies (Y. Cruz & T. Alvarez) - Language and content objectives (Ms. Vargas) - Looking at Student Work in cycles (Ms. Olivo, ELA Coach) - E-books Digital Platform (Amy) Continental Express</p>
Rationale	See above.
Teachers to receive training	See teachers listed above.
Schedule and duration	See above
Topics to be covered	See above
Name of provider	See above
Include any additional details here:	N/A

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>The PS 115 community is dedicated to developing and maintaining strong family relationships by establishing solid foundations around parental involvement activities. We strongly believe that families, teachers, and school leaders need to be involved in order to make education a rich and meaningful learning experience between home and school with the purpose of developing scholars and leaders of tomorrow. We believe now more than ever that school communities and families need to collaborate to support student learning and growth. Schedule: A series of workshops in the areas of literacy and math will be provided to parents with the necessary resources and methods to help their children succeed and meet grade level and academic standards. In the area of math, parents will be exposed to different resources, tools, strategies, online websites, information and educational activities they can use in order to make math engaging and more inviting for students and parents. Workshops in the area of literacy will include topics such as "How to Help Your Child at Home with Literacy," targeted strategies, technology, computer software programs such as Class Dojo, Google Classroom, I-Ready and Imagine Learning for ELLs. Ms. Raynoa Duran, the Parent Coordinator, along with the administration team, will provide parents with a series of workshops that will inform parents of important topics concerning the education of students and how parents can support and guide them at home and community. Records of the parent workshops invitations, agendas, Google Meet sessions and attendance sheets will be kept with the Parent Coordinator, Ms. Raynoa Duran, in room 211 and electronically for safe-keeping. Increasing parental involvement and getting parents involved in their children's education is top priority in our school community. During the past few years, we have been improving our parental and family involvement in the school community by taking different approaches to get families involved. We will continue to increase the number of parents participating in their child's learning and school activities taking place at PS 115 by providing parents with the following workshops: -Using Technology to communicate and support your child's education. -Structures and strategies on how to best support your child at home. -Math Workshop - Learning about Patterns for grades Pre-K & Kindergarten. -Understanding independent reading levels and ENL strategies. -Time management and learning activities to support your child at home. -Study Skills - Common Core Math Curriculum - Homework tips and test taking strategies - Understanding Language Proficiency Levels - Family Art Night - How to help your child do better in school - Engaging in Hands-on-Learning activities at home - Title III Carnival Celebration Workshops are provided by in-house staff members (Literacy Coach Maris Olivo, Math Coach, Maria Raniolo, Parent Coordinator, Raynoa Duran, Technology and Robotics teachers Patricia Thams & Marcia Campos. Additional activities for students and families are as follows: End of unit celebrations, live and virtual celebrations and field trips. Parents are informed about these activities via notices in both English and Spanish, School Messenger, ClassDojo, School Newsletters and phone calls to the home. PS 115 is committed to developing strong family relationships by establishing solid foundations around parental involvement activities. We believe that families, teachers, and school leaders need to be involved in order to make education a collaborative effort between home and school with the purpose of developing the scholars and leaders of tomorrow.</p>
Rationale	See above
Schedule and duration	See above
Topics to be covered	See above
Name of provider	See above
How parents will be notified of these activities	See above
Include any additional details here:	See above

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	\$7000	Teachers will get paid a per session rate of \$53.98 for the After School Title III and Saturday Academy Program
Purchased services -High quality staff and curriculum development contracts.	\$3681.10	Teachers will receive support in all areas of instruction and content including professional development. Teachers/Coaches being paid to prepare for workshop. Parents will participate in a Series of technology workshops to support their children.
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	\$2,500.90	Visual Art supplies, tools, and building materials, Student work books for grades 2 thru 5 focused on the four language modalities, nonfiction, trade books and guided reading books with CDs for the listening centers.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$13,182.00	

Allocation Amount (\$):	\$13,182.00
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>All teachers are expected to complete a minimum of 50 hours of professional development each year. Teachers will participate in differentiated high quality professional learning opportunities such as technology tools to make student's thinking visible, interclass and interschool visitations, consultant support, peer-to-peer modeling, direct instruction, Math and ELA Lab-sites aligned to practice and standards, etc. which will enable all students to meet the Next Generation Learning Standards. Teacher teams focus on best practices such as using questioning and discussion techniques, engaging students, using assessment in instruction and providing effective feedback to students. • Teachers will be placed in different cohorts pertaining to their needs and they will receive professional learning in a cyclical manner to improve best practices across the school and build capacity. Instructional coaches will be leading this work. • Consultants will work directly with special education teachers in order to provide differentiated professional learning experiences based on the teachers' individual needs. Including professional learning opportunities in the areas of Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP), IEPs, SMART Goals related to the Common Core Learning Standards, Present Levels of Performance (PLOP) • The ENL Coordinator and Assistant Principal will work with grade level ENL teacher to ensure development and implementation of language objectives aligned to content objectives and Next Generation Learning Standards within daily classroom instruction. All Teacher Teams (Grades K-5) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Next Generation Learning Standards-aligned rubrics and will collaborate to share the best instructional practices developed during the 2022 – 2023 school year. Supervisors will review and analyze the data submitted by the Teacher Teams, on a bi-weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance which will enable all students to meet the Next Generation State Standards. Principal and other school leaders will participate in differentiated high quality professional learning opportunities through visiting other schools, inter-school visitations, collaborating with other school leaders and online webinars. Assistant principal will continue to participate in monthly professional learning opportunities within District 6 hosted by the Superintendent. Principal and other school leaders will participate in professional learning around students with disabilities, English Language Learners, Students in Temporary Housing, at-risk, and other high-need subgroups. Paraprofessionals will receive high quality professional learning opportunities in the areas of behavior/crisis management, small group instruction, data collection, providing student feedback, learning styles, and IEPs.</p>
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>We prepare our pre-kindergarten students with developmentally appropriate routines, curriculum, and pedagogy that contribute to their emotional and social well-being and growth. The ECERS checklist and guidelines for early childhood education inform our teachers' practices. We provide ongoing parent workshops to support the parents and their children move from early childhood program to the elementary school program and its ever-growing expectations for college and career readiness. All early grade staff participates in school-wide PL to ensure continuity and appropriate learning targets and progressions. Students' records are kept by all teachers and are shared as the students are promoted from early grades to the upper grades. Teachers receiving these children have full and clear portraits of the students as learners in all dimensions of growth and development. Paraprofessionals, family worker and social worker, as well as parent coordinator ensure close home-school connections, on an ongoing basis.</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	\$445,733	X	Student support Programming Classroom supplies
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal	\$96,768	X	Student support Programming Classroom supplies
Title III, Part A	Federal	\$13,182	X	Extended Learning Opportunities for ENL students Classroom supplies
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local	\$2,850,449	X	Extended Learning Opportunities Teacher Salary Teacher Support Professional Development

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.
-