

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	75M138
School Name	P.S. 138
Principal	Elyse Jaeger

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	P138M
District Borough Number (DBN):	75M138
Grades Served:	PK-12
School Address:	144 East 128 Street NY NY 10035
Phone Number:	212 369-2227
Fax:	212 427-6608
School Contact Person:	Gregg Soulette
School Contact Person Email Address:	Gsoulet@schools.nyc.gov
Principal:	Gregg Soulette

United Federation of Teachers (UFT) Chapter Leader:	TBD
Parents' Association President:	TBD
SLT Chairperson:	Bea Pohl
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Revenya Murray

District Information

Geographic District:	D75 (D2, D4, D5, D6)
Superintendent:	Ketler Louissaint
Superintendent's Office Address:	400 First Avenue NY 10010
Superintendent's Email Address:	KLouiss@schools.nyc.gov
Phone Number:	212 802-1500
Fax:	212 802-1500

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	
Gregg Soulette	Principal or Designee*		
Karena Jenkins	United Federation of Teachers (UFT) Chapter Leader or Designee*		
TBD	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
N/A	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Theresa Abdurrahman	Parent		
April Bowers	Parent/Treasurer		
Susan Heim	Parent		
Mirandy Rodriguez-Brown	Parent		
TBD	P138 Parent//PA Secretary;		
Andrea Weiner	P138M Financial Liaison		
Bea Pohl	P138 Staff/Teachers/Chairperson		
Migdalia Lopez	P138 Staff/Teachers		
Ambika Bansal	P38M Staff/Teachers		
Tricia Mims	P138M Staff/Paraprofessionals		

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
Elyse Jaeger	AP/Administration	
Patrice O'Donnell	Curriculum and Staff Developer	
Susana Castro	School-based ABA/VB Coach	
Susan Guzman	ENL Teacher/ELL Staff	
Revenya Murray	Parent Coordinator/Parents	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>We envision our school as a partnership committed to providing quality education. Through strong home-to-school-to-community partnerships, the challenge to provide students with effective instruction aligned to the common core as well as the skills necessary to become life-long learners and participating citizens can be met. With the support of home and community partners we will continue to expand student options for participation in school, post school and the larger community. Our mission is to provide a learning environment that celebrates education, growth, and the differences of each and every student. Instruction must be equitable, culturally diverse, and responsive. It is our responsibility to create an environment that is inclusive, safe, and empathetic. The wide-ranging needs of our students with severe cognitive, emotional, perceptual, social, auditory, speech and language disabilities compel us to deliver an engaging and rigorous curriculum, supported by highly specialized education services and constantly evolving instructional programs, if we are to best serve them. Staff is committed to providing learning experiences that nurture engagement, communication, independence, and self-advocacy. Rich communication programs focus on integrating experiential learning in naturally occurring, authentic and meaningful "real world" settings and are key to expanding our students' capacity to achieve high standards of independence in school, at home, in the community and at work. We are committed to creating programs that develop skills for independence, build self-esteem, and instill a commitment to personal excellence. For students who have physical, cognitive, behavioral, and/or emotional disabilities, the ability to make choices and maintain control of one's environment is not only a valued skill, but is a priority. We believe every child, regardless of the severity of his or her disability can be taught efficient and effective ways of communicating and that development in all areas will be significantly enhanced when an appropriate system of communication is learned. Our instructional focus is to nurture independence and communication for engaged learning. We support individual student goals that enable each student to become an independent and responsible learner, and that provide opportunities to achieve their personal best. Our goal is to empower each student with "A Choice and a Voice".</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P138M programs are currently located in ten community schools throughout Manhattan. Our school provides specialized educational and therapeutic services to a school wide population of 650 students. This number includes students with autism, students with significant cognitive, physical or behavioral disabilities, and students with multiple disabilities. Instruction is delivered to students in self-contained classrooms, Inclusion settings, and in three Auditory/Oral classes for students with cochlear implants. Our students' ages range from 3.9 years through 21 years. Approximately 93% of our students participate in alternate assessments. Three Pre-K classes employ cognitive development approaches based on each child's ability and age to give them the invaluable social, emotional and academic tools and skillsets that prepare them to thrive and reach their full potential during their school years to come, and beyond. At five elementary sites, with the support of two ABA certified coaches and ongoing staff training, students with autism participate in programs that combine Verbal Behavior (VB) therapy and Applied Behavior Analysis (ABA) techniques. ABA uses a scientific approach to understand and improve socially significant behaviors and learning; VB uses the principles of ABA to teach communication and language. Six of the classes are participating in the D75 AIMS initiative. Each AIMS class is taught by an instructional team that includes a special education teacher, a para, a speech teacher, and an occupational therapist. Students with fragile physiological conditions receive the required specialized medical services and personal care, as well as physical and assistive technology supports to maximize their preferred modes of communication and access to learning opportunities and materials. High school classes for students with autism, learning disabilities, and significant cognitive and physical disabilities are located at two sites. The instructional focus is on strengthening personal, social, and vocational skills to prepare students to transition to post-school adult programs, and/or to enter the "work force", and to be independent and contributing participants at home and in their communities. Opportunities are developed for all students to participate in school and/or community-based employment. In partnership with our general education colleagues and community organizations, we continually look to expand our resources for appropriate and meaningful inclusive instructional experiences. Currently, our student are included in general education classes at P30, P48, I90, J117 and Park West High School. For students participating in standardized assessment, Response to Intervention (RTI) supports is provided to those who require additional assistance to achieve high learning standards. Our broad strategy of person-centered planning and the educational implications of functional and alternate assessments drive the development of meaningful and appropriate individualized goals, objectives and instructional strategies for each student. This process is coordinated by P138M's Transition Coordinator, and is supported by the transition team. Additionally, highly specialized social and psychological services are provided to students with challenging behaviors that seriously interfere with learning and socialization. Staff capacity to develop positive behavior support plans and to implement effective strategies and techniques will continue to increase through ongoing professional development in Positive Behavior Intervention and Support including Therapeutic Crisis Intervention (TCI), Verbal Behavior, Applied Behavior Analysis (ABA), Essentials for Living (EFL), TEACCH and Sensory Integration. Push-in/pull-out classroom instruction delivered by ENL teachers in collaboration with classroom teachers provides supports to assist our English Language Learners in achieving greater functional and content language arts skills through experiential, meaningful learning experiences and the integration of technology. Currently, 199 students are receiving these services.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Foundations Reading (8:1:1/12:1:1 classes)	Modify instructional pacing; increase opportunities for practice
ELA	PreK-5	SRA Reading Mastery (6:1:1 classes)	Modify instructional pace; increase opportunities for practice
ELA	K-5	Teachers College Reading and Writing Project (Auditory/Oral classes)	Modify instructional pace; increase opportunities for practice
ELA	PreK-12	Lexia Reading (digital) (8:1:1/12:1:1 classes)	Modify instructional pace; increase opportunities for practice
Math	PreK-5	SRA Connecting Math Concepts (6:1:1 classes)	Modify instructional pace; increase opportunities for practice
Math	K-5	Go Math (Auditory Oral classes)	Modify instructional pace; increase opportunities for practice
Math	PreK-12	Equals (12:1:4 classes)	Modify text/visuals; provide adaptive access; use interactive/ Smartboard activities
ELA	PreK-Transition	Unique Learning Systems/News2You (digital)	Modify text/visuals; use interactive/ Smartboard activities; modify pacing, as needed
Math	PreK-Transition	Unique Learning Systems (digital)	Modify text; provide adaptive access; present using interactive Smartboard activities
ELA	PreK-12	Learning A-Z/Raz-Kids (digital)	Modify text; provide adaptive access; present using interactive Smartboard activities
Math	PreK-12	Learning A-Z (digital)	Modify text; provide adaptive access; present using interactive Smartboard activities

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

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

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

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data

source and year.

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Consistent, structured phonics instruction	Foundations unit language tests/June 2022	Need for consistent instruction. Difficulty making and maintaining connections between letter symbols and sounds.

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
Students with Disabilities	60%	By June, 2023, foundational reading skills for Elementary/Middle Students with Disabilities in 8:1:1 and 12:1:1 alternate assessment classes will increase 10 percentage points, from 60% to 70%, as measured by Foundations unit language tests.

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)
		October 2022			
Foundations unit language tests	Elementary students participating in Foundations program use phonics skills and vocabulary knowledge to decode emergent text and/or increase fluency.	Elementary students participating in the Foundations reading program demonstrate 60% accuracy on targeted unit language test(s)	Elementary students participating in Foundations program demonstrate targeted sound patterns and print concepts with 65% accuracy..	Students participating in the Foundations program demonstrate 65% accuracy when performing targeted unit language tests.	Students participating in the Foundations program demonstrate 70% accuracy when performing targeted unit language tests.

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?)
08/01/2022	08/31/2022	Purchase and distribute additional Foundations Kits (Levels K, 1, and 2)
09/01/2022	10/30/2022	Elementary teachers implementing Foundations program gain access to online materials for teachers/students
09/01/2022	10/31/2022	Teachers and paras implementing the Foundations reading program collaborate to plan consistent, structured instruction; share strategies; review online instructional materials and; create/review instructional videos. (e.g. Practice, Develop, Review, Reinforce, Integrate)
11/01/2022	01/31/2023	Teachers and paras implement individual and small group Foundations instruction; provide opportunities for daily practice Demonstrate/share strategies and skills with parents to promote reinforcement/practice at home (e.g. workshops); share instructional videos with parents to support modeling at home. Assess student progress towards targeted skills using unit language tests.
01/01/2023	01/31/2023	Teachers and paras implementing the Foundations program collaborate to review student performance on unit language tests, modify strategies, and adjust instructional pacing as needed.
01/15/2023	01/31/2023	Purchase additional Foundations Kits, if needed.

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	04/30/2023	Continue building capacity. Teachers and paras implement individual and small group Foundations instruction, regrouping as needed; provide opportunities for daily practice Reach out to parents to update/reinforce strategies and skills, answer questions, and troubleshoot to increase at-home success. (e.g. workshops) Assess student progress towards targeted skills using unit language tests.
04/01/2023	04/30/2023	Teachers and paras implementing the Foundations program collaborate to review student performance on unit language tests, modify strategies, and adjust instructional pacing as needed.
05/01/2023	06/25/2023	Continue to build capacity. (See Feb 1 - Apr 30)
06/01/2023	06/25/2023	Teachers and paras implementing the Foundations program review student performance of target skills using the unit language tests; document cumulative learning.

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)
11/01/2022	01/31/2023	Parent Workshops Open House parent classroom visits	
02/01/2023	04/30/2023	Parent Workshops Open House parent classroom visits	

Human Resources	Lead Foundations Teacher; Staff Developer; D75 Coach
Instructional Resources	Foundations Kits (Levels K, 1, 2) and Level 3, as needed; student materials sets
Schedule Adjustments	Schedule site-based common PD periods for teachers using Foundations Reading program; schedule school-wide cohort collaborations on PD days
Other Resources Needed	At-home support materials

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)
Understanding basic math vocabulary	Equals Skills Assessment data/June 2022	Difficulty conceptualizing math ideas/information
Perform basic math operations strategies	Equals Skills Assessment data/June 2022	Difficulty making mental connections/representations needed to demonstrate math concepts
Increase opportunities for math experiences	Equals Skills Assessment data/June 2022 Instructional schedules/June 2022	Insufficient opportunities provided for math instruction and real-life experiences with math
Consistent/systematic/ordered/ connected/multisensory math instruction and experiences	Equals Skills Assessment data/June 2022	Difficulties retaining math facts/concepts.

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
Students with Disabilities	25	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 20%, from 25% to 45%, as measured by Equals skill assessments.

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)
		October 2022			
Equals programmatic skill assessments (chapter/skill scores)	Elementary and middle school students participating in Equals math program accurately demonstrate targeted chapter skill(s).	Elementary and middle school students participating in Equals math program demonstrate targeted skill(s) with 45% accuracy.	Participating elementary and middle school students demonstrate engagement with math materials and use math materials to model math concepts with 40% accuracy...	Students participating in the Equals Math program demonstrate 50% accuracy when performing targeted chapter skills.	Students participating in the Equals Math program demonstrate 55% accuracy when performing targeted chapter skills.

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?)
08/01/2022	08/31/2022	Purchase additional equals and PreK Equals math kits.
08/01/2022	08/31/2022	Staff developer posts Equals training videos and resource materials on P138M Educator Resources website.
09/01/2022	11/30/2022	Teachers and paras implementing the Equals math program(s) participate in Attainment Co. PD webinars; review chapter demo videos; and access digital support materials. Collaborate to share strategies for implementing structured, sequential Equals math instruction to build access and functional math skills, and to plan experiential activities to reinforce math concepts.
10/01/2022	01/31/2022	Refer to P138M Curriculum Frameworks to identify math activities that reinforce targeted Equals skills and concepts. (e.g. Oct/Nov - Math All Around Me; My Day with Math; Dec/Jan - Using Math Every Day) Collaborate with families to plan at-home activities and identify at-home materials that reinforce Equals math skills/knowledge.
11/01/2022	11/30/2022	Teachers and paras implementing the Equals math program(s) collaborate to share instructional feedback, troubleshooting strategies, instructional modifications. Review, compare, analyze Equals data.
12/01/2022	01/31/2023	Continue to build capacity. (See Oct 1 - Nov 30) Re-visit student groupings at the three instructional levels. Adjust instructional pacing, as needed.
01/01/2023	01/31/2023	Teachers and paras implementing the Equals math program(s) collaborate to share instructional feedback. Review, compare, analyze Equals data. Continue Equals online PD activities.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. 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	03/31/2023	Continue to build capacity. Re-visit student groupings at the three instructional levels. Provide multisensory experiential opportunities to practice/demonstrate/apply targeted math skills/concepts. Adjust instructional pacing, as needed.
02/01/2023	05/31/2023	Refer to P138M Curriculum Frameworks to identify math activities that reinforce targeted Equals skills and concepts, and to address blended and remote instructional considerations (e.g. Feb/Mar - Measure It; Model It; Apr/May - Math Choices; Community Math; Saving/Spending; June - How Much/How May: Collecting and Representing Data) Collaborate with families to plan at-home activities and identify at-home materials that reinforce Equals math skills/knowledge.
04/01/2023	05/31/2023	Continue to build capacity. Make final changes to student groupings at the three instructional levels. Provide experiential opportunities to apply/integrate targeted math skills/ concepts. Document student demonstration of acquired skills/concepts. (e.g. photos, videos)
06/01/2023	06/25/2023	Assess and evaluate student math performance in relation to the goal: Participating elementary and middle school students apply targeted math concept(s). Students participating in Equals Math program demonstrate targeted skill(s) with min of 50% accuracy.

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)
10/01/2022	01/31/2023	Parent Workshops Open House parent classroom visits	Attainment Company, if applicable
02/01/2023	05/31/2023	Parent Workshops Open House parent classroom visits	N/A

Human Resources	Lead Equals Teacher, Attainment PD Support Rep, Staff Developer
Instructional Resources	PreK Equals kits; Equals kits; math manipulatives
Schedule Adjustments	Schedule site-based common PD periods for teachers using Equals math program; schedule school-wide Equals cohort collaborations on PD days
Other Resources Needed	Manipulative for homework activities

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)
Consistent use of positive behavior protocols and strategies. Consistent collection of behavior data.	BIP progress monitoring - June 22	Inconsistent implementation of BIP protocols and/or inconsistent progress monitoring

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
Safety & Restorative Approaches to Behavior	50	By June, 2023, the number of Students with Disabilities demonstrating increased positive behaviors when supported by Individual behavior Plans (BIPs) will increase by 30 percentage points, from 50% to 80%, as indicated by BIP progress monitoring and school-created tracking system.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
10-week BIP progress monitoring	Students are following BIP protocols.	25% of students with BIPs are following BIP protocols.	25% of students with BIPs are demonstrating improved behaviors.	40% of students with BIPs are demonstrating improved behaviors.	55% of students with BIPs are demonstrating improved behaviors.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/30/2022	Instructional teams identify students with behavior Intervention Plans (BIPs); BIPs are reviewed.
09/01/2022	11/30/2022	BIPs are modified to reflect current
09/01/2022	11/30/2022	Teachers/speech therapists assess students to identify accessible/appropriate PMC for each student. Budget manager purchases additional AAC devices and materials for low tech communication systems Speech therapists train staff re: programming/use of AAC devices, low tech systems, PECS, etc. Teachers/paras create PECS books, low tech communication systems, etc.
09/01/2022	11/30/2022	.PBIS teams meet to update/share site-based positive behavior protocols/programs.
11/01/2022	01/31/2023	Students participate in "Share" meetings, storytelling, dramatic play as opportunities to share/identify/express emotions.
10/01/2022	01/31/2023	Instructional staff conduct Arts activities for students to express emotions through music, dance, visual arts, and/or drama.
10/01/2022	11/30/2022	Parent Teacher Coordinator, PBIS and Mindfulness Teams Conduct Parent Workshops addressing trauma responsive practices.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Teachers/Speech Therapists continue ongoing assessment of PMC for each student, making modifications as needed.
02/01/2022	03/31/2023	Teachers modify Mood Meters, as needed (Students may opt to re-design) Staff models use of Mood Meter during initial check-in and throughout the day. Students continue to participate in Mood Meter check-in routine; periodic checks are added to routine to support self-management throughout the day
02/01/2023	06/30/2023	Students continue to participate in "Share" meetings, storytelling, dramatic play as opportunities to share/identify/express emotions.
02/01/2023	04/30/2023	PBIS and Mindfulness Teams conduct site-based Social Emotional Learning activities (e.g. mini PDs during common preps/PD periods, student assemblies, etc.)
04/01/2023	06/24/2023	Sites create Arts-in-Emotion exhibits/performances for students to share their music, dance, and visual arts creations Parents are invited to view exhibits/attend performances.

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)
10/01/2022	11/30/2022	Parent Teacher Coordinator, PBIS and Mindfulness Teams Conduct Parent Workshops addressing trauma responsive practices.	
09/01/2022	06/30/2023	Ongoing outreach and support by Parent Coordinator and Counselors	
04/01/2023	06/24/2023	Parents are invited to view site-based Arts-in-Emotion exhibits/ attend celebration performances.	Community Arts Partner

Human Resources	Counselors, Parent Coordinator, PBIS Team, Mindfulness Team, Speech Therapists
Instructional Resources	AAC devices,;materials to create low tech communication systems; student literature with social-emotion themes
Schedule Adjustments	Scheduling common prep/PD periods; scheduling para cohort meetings
Other Resources Needed	Arts materias; Arts residency

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)
Update BIPs and Behavior Goals as needed (min 1X per year) to reflect progress or necessary modifications.	School-based IEP Progress Monitoring reports/June 2022	

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	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities, monitoring protocols for Behavior Goals and BIPs will be followed for 95% of IEPs for students with behavior support paras, as demonstrated by an increase of 20 percentage points, from 75% to 95%, in the number of behavior goal modifications to reflect progress and annual uploads of updated BIPs, as measured by school-based Behavior Goal/BIP tracking report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2021			
Advance/SEGIS reports	As per our IEP Progress Report protocols, the required number of IEP Progress Reports are completed for each IEP prior to IEP Review.	50% of IEPs have appropriate number of IEP Progress Reports completed by required dates	60% of IEPs have appropriate number of IEP Progress Reports completed.	80% of IEPs have appropriate number of IEP Progress Reports completed.	90% of IEPs have appropriate number of IEP Progress Reports completed.

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	10/31/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Assistant Principals/Unit Teachers/Special Education Coordinator: Establish Progress Monitoring protocols; Review Advance/SEGIS Reports to target PD priorities; Create calendar of Annual Reviews, progress monitoring intervals
09/01/2022	11/30/2022	Develop appropriately rigorous standards-aligned annual goals	Special Education Coordinator/IEP AP/Unit Teachers: Conduct PD workshops to improve the quality of IEP goals and objectives Conduct PD workshops to increase capacity for progress monitoring and to review Progress Monitoring protocols (Including Sept/Nov OD Days)
10/01/2022	06/30/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special Education Coordinator/IEP AP/Unit Teachers: Review quality of "impact of disability" statements Review adherence to Progress Monitoring Protocols (e.g. Advance/SEGIS Reports; IEP schedules) Coach teacher cohorts participating in common prep or (per session) afterschool IEP Goal/Progress Monitoring work sessions
09/01/2022	06/30/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Coordinator/Unit Teachers/APs review and track IEP mandates; oversee student placements, and service provider assignments and schedules.
10/01/2022	05/31/2023	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]	Transition Coordinator conducts Transition workshops for MS and HS teachers; provides ongoing site-based support Transition Coordinator/MS and HS Unit Teachers review Transition Plans/IEPs
09/01/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Unit Teachers schedule IEP meetings and maintain changes to the calendar; coordinate participants' schedules and responsibilities
09/01/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Special Education Coordinator/Unit Teachers/APs monitor appropriateness of referrals on an ongoing basis.
03/01/2023	05/31/2023	Track Progress Monitoring	Special Education Coordinator/IEP AP/Unit Teachers: Conduct periodic reviews of adherence to Progress Monitoring Protocols (e.g. Advance SEGIS Reports; IEP schedules)

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)
11/01/2022	01/31/2023	Coordinate/present Parent Meetings: e.g. Understanding Your Child's IEP	D75 Parent Coordinators
11/01/2022	11/30/2022	Share IEP Progress Reports and Report Cards with parents; meet with parents to discuss progress/next steps (e.g. at Parent Teacher conferences; at IEP meetings; during Teams meeting)	
03/01/2023	03/31/2023	Share IEP Progress Reports and Report Cards with parents; meet with parents to discuss progress/next steps (e.g. at Parent Teacher conferences; at IEP meetings; during Teams meeting)	
06/01/2023	06/30/2023	Share IEP Progress Reports and Report Cards with parents; meet with parents to discuss progress/next steps (e.g. at IEP meetings; during Teams meeting)	

Human Resources	Special Education Coordinator, Transition Coordinator, Unit Teachers, Parent Coordinator
Instructional Resources	P138M SESIS and IEP Guide
Schedule Adjustments	Schedule common preps for IEP workshops/coaching; coordinate schedules of IEP review participants
Other Resources Needed	Translation and Interpretation Services

AREA OF CONCENTRATION HIGH SCHOOL GRADUATION/POST-SECONDARY PLANNING

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)
To increase independent performance of work assignments. To increase problem-solving skills.	Work Performance/Informational Text classroom data/June 2022	Inconsistent work performance (Re: quality and independence) Dependence on adults to guide performance.

High School Graduation/Post-Secondary Planning 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
Students with Disabilities (SWD)	60	By June, 2023, High School Graduation/Post-Secondary Planning for Students with Disabilities (SWD) will Increase by 20 percentage points, from 60% to 80%, as measured by Work performance data.

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)
		October 2022			
Work performance data forms	High school students will follow/reference work-related informational text to complete work assignments independently.	50% of high school students perform school and community-based work activities when following/referencing informational text.	High school staff and students are engaged in identifying school and community-based work activities for each student; staff task analyze each work activity and develop informational text/work systems for each. 40% of high school students will follow/reference work-related informational text to complete work assignments independently.	60% high school students follow/reference work-related informational text to complete work assignments independently.	70% of high school students follow/reference work-related informational text to complete work assignments independently.

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?)
08/01/2022	08/31/2022	Staff Developer and Transition Coach develop sample task analyses of life skills and school and home-based job/work tasks; samples are posted on P138M resource website.
08/01/2022	08/31/2022	Curriculum Team updates P138M Sept Curriculum Frameworks Frameworks to create additional materials and strategies for instructional and work-related informational text, family participation, and more-detailed activity descriptions. (e.g. Personal Narratives; Resumes, Work Community: How to be a Good Co-Worker)
09/01/2022	10/31/2022	Conduct Staff PD to introduce Curriculum Frameworks updates and modifications, review CEP goals, and discuss skill assessment strategies. Develop and disseminate Curriculum Memos to support instruction and to provide additional resources.
09/01/2022	10/31/2022	High school teachers, including the Job Readiness Team, collaborate to review student checklists, resumes, applications, self-assessments, vocational assessments and to identify appropriate school and/or home-based job/work tasks. Reach out to parents/meet with students to identify support systems needed for school and home-based life skills/routines/jobs.
09/15/2022	09/30/2022	Curriculum Team updates P138M Oct/Nov Curriculum Frameworks to create additional materials and strategies for instructional and work-related informational text, family participation, and more-detailed activity descriptions. (e.g. Personal Narratives; Rules and Responsibilities)
10/01/2022	11/30/2022	Staff Developer develops and disseminates Curriculum Memos to support instruction and provide additional resources.
10/01/2022	11/30/2022	High school teachers, paras, and Transition Coordinator/Job Coach collaborate to: Task Analyze school and home-based jobs/work tasks to create step-by-step work systems; Identify/purchase/prepare/distribute work materials. Teach step-by-step skills needed by each student to perform school or home-based work assignment. (e.g. teacher models task; lead student models task; create instructional videos) Design/create informational text to guide/be followed by/referenced by students to perform work assignment. (e.g. match text/visuals to materials to use and actions to perform; use text/visuals to narrate/sequence task steps) Schedule opportunities for students to learn and practice work skills/assignments.
10/01/2022	11/30/2022	High school teachers and paras collaborate to design/create informational text to guide/be followed/be referenced by students to perform work tasks. (e.g. visual work systems, procedural charts, How-To videos, manuals) Model use of informational text teach to perform in school or at-home work assignment, to problem solve, and to work more independently. Share informational text strategies with parents to support at-home practice and performance of work assignments.
11/15/2022	11/30/2022	Curriculum Team updates P138M Dec/Jan Curriculum Frameworks to create additional materials and strategies for instructional and work-related informational text, family participation, and more-detailed activity descriptions. (e.g. How-To Charts, Directions, Manuals)
12/01/2022	01/31/2023	Assess progress; have students self-assess work performance. Students view photos/videos of their work performance to aid in self-assessment. Modify task analysis, work systems, and supporting informational text, as needed Continue to build capacity. (See Oct 1 – Nov 30)
12/01/2023	01/31/2023	Create and share videos/photos/informational text with parents to support practice/application of skills/systems at home.
01/15/2023	01/31/2023	Curriculum Team updates P138M Feb/Mar Curriculum Frameworks and creates aligned Home versions to address considerations for remote instructional and work opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. Questioning for Information and to Problem Solve)

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	03/31/2023	Continue to build capacity. Update/modify work-related informational text to reflect additional task steps and/or responsibilities and to increase independent performance. Students view photos/videos of their work performance to aid in self-assessment.
03/15/2023	03/31/2023	Curriculum Team updates P138M Apr/May Curriculum Frameworks to create additional materials and strategies for instructional and work-related informational text, family participation, and more-detailed activity descriptions. (e.g. Consumers and Workers; Personal Resources)
04/01/2023	05/31/2023	Continue to build capacity. Document independent student performance of work/job assignments (e.g. photos, videos) to be used as models for the next class of students. Students view photos/videos of their work performance to aid in self-assessment. Review student work performance and use of informational materials with parents.
05/15/2023	05/31/2023	Curriculum Team updates P138M June Curriculum Frameworks Frameworks to create additional materials and strategies for instructional and work-related informational text, family participation, and more-detailed activity descriptions. (e.g. Celebrate: How I Became Part of the Workforce)
06/01/2023	06/25/2023	Assess and evaluate work performance data in relation to the goal: 49% of high school students independently complete school and/or home-based jobs/task assignments with the support of informational text related to the assignment.

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)
10/01/2022	01/31/2023	Parent Workshops Open House visits to classrooms/review work site videos/ create informational text supports for home-based work	Community and school-based work partners
04/01/2023	05/31/2023	Parent Workshops Open House visits to classrooms/worksites to observe strategies and performance	Community and school-based work partners

Human Resources	Transition Coordinator/Job Coach; voc/work teachers; work support paras
Instructional Resources	Materials to produce informational text/work systems/charts/directions/manuals
Schedule Adjustments	Schedule common PD periods for voc/work teachers; schedule para training sessions; schedule collaborative time for oc/work teachers and paras on PD days
Other Resources Needed	N/A

AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)

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)
Increased access to community and school-based work experiences.	High School Work Assignments/Schedules/June 2022	Extended employment break due to Covid-19 restrictions. Extensive requirements for approval of community-based work sites.

College, Career & Civic Readiness (CCCR) 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
Students with Disabilities	60	By June, 2023, College, Career & Civic Readiness (CCCR) Planning for Students with Disabilities will increase the number of high school students participating in work-based learning as demonstrated by a 20 percentage point increase, from 60% to 80%, as measured by work assignments and schedules.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Student Work Assignment report; student schedules; teacher and student assessments of work performance.	High school students are engaged in the selection/ learning/performance of work-based learning activities aligned with their needs, preferences, and skills. Schedules reflect training periods/work assignments. Work systems/informational text are in place to support performance of school and/or community-based jobs.	60% of high school students are engaged in work-based learning activities.	60% of high school students are engaged in the identification of work preferences/choices; are learning the skills needed to perform the work activity school/community-based work are identified. (e.g. students follow informational text; model training videos)	70% of high school students are engaged in school and/or community-based work learning activities.	80% of high school students are engaged in school and/or community-based work learning activities.

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?)
08/01/2022	08/31/2022	Attend D75 Learning Community webinar series. (Staff Developer, Curriculum Team teacher, Transition support teacher)
08/01/2022	08/31/2022	Curriculum Team updates P138M Sept Curriculum Frameworks to expand considerations for work opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. Personal Narratives; Resumes; The Work Community; How to be a Good Co-Worker)
09/01/2022	09/30/2022	Conduct staff PD to introduce Curriculum Frameworks updates and modifications, review CEP goals, and discuss skill assessment strategies. Staff Developer and tech team develop and disseminate Curriculum Memos to support instruction and to provide additional resources.
09/01/2022	09/30/2022	Job Development Team/High School teachers and paras collaborate to create/implement activities to engage students in making personal choices, expressing personal preferences, and sharing personal experiences relative to work/job assignments. Create modified checklists, resume templates, applications, self-assessments, vocational assessments.
09/15/2022	09/30/2022	Curriculum Team updates P138M Oct/Nov Curriculum Frameworks to develop additional considerations for instructional and job-related opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. Personal Narratives; Rules and Responsibilities)
10/01/2022	01/29/2022	Staff Developer creates and disseminates Curriculum Memos to support instruction and to provide additional resources. Transition Coordinator/Job Development Team conduct site meetings to support work skills instruction, and to plan work and alternate opportunities aligned with post-secondary outcomes.
10/01/2022	01/29/2023	Job Development Team/High School teachers/Transition Coord collaborate to: Reach out to parents/meet with students to identify high priority life skills/at-home jobs that will increase student independence; Align current school/community work opportunities with work/skills typically performed in school and community settings; Engineer work options/responsibilities that require skills typically used in community work settings; Match work assignments to student needs and preferences. Task analyze jobs/work assignments to create step-by-step supports and systems. Identify work skills to target for instruction. Guide/teach skills for completing modified interest checklists, resume templates, illustrated applications, self-assessments, vocational assessments.
10/01/2022	01/29/2023	Teachers collaborate to teach step-by-step skills needed by each student to perform in school or community work assignment. (e.g. teacher models task, lead student models task, model step-by-step work system to create instructional videos, create informational text to guide/be followed by student to perform work assignment, etc.) Schedule ongoing opportunities for students to learn, practice, and apply work skills in school or at home. On a periodic basis: Meet with community based employers/managers. Meet with coordinators of school-based work enterprises.
11/15/2022	11/25/2022	Curriculum Team updates P138M Dec/Jan Curriculum Frameworks to develop additional considerations for instructional and job-related opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. How-To charts, manuals, videos)
12/01/2022	01/31/2023	Job Development Team/High School teachers and paras/Transition Coordinator/families collaborate to assess progress and identify requested/ needed modifications; students self-assess work performance. Students view photos/videos of their work performance to aid in self-assessment. Revisit work/job assignments. Modify task analysis, work systems, and informational text as needed. Continue to build capacity. (See Oct 1 – Nov 30) Staff developer develops and disseminates Curriculum Memos to support in-person and remote instruction and to provide additional resources.
01/15/2023	01/31/2023	Curriculum Team updates P138M Feb/Mar Curriculum Frameworks to develop additional considerations for instructional and job-related opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. Questioning for Information and to Problem Solve)
10/12/2022	01/31/2023	Conduct after school per-session activities to support training and collaborative planning for High School teachers and paras; to support job development work.

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	03/30/2023	Continue to build capacity. Job Development Team/Transition Coordinator/High School teachers and paras collaborate to assess progress; students self-assess work performance. Students view photos/videos of their work performance to aid in self-assessment. Rotate work activities/assignments and/or increase work responsibilities, as appropriate. Update task analysis, work systems, and informational text to reflect new rotations and/or increased responsibilities.
03/15/2023	03/30/2023	Curriculum Team updates Apr/May Curriculum Frameworks to develop additional considerations for instructional and job-related opportunities, materials, and family participation, and to include more-detailed activity descriptions. (e.g. consumers and Workers; Personal Resources)
04/01/2023	05/31/2023	Continue to build capacity. Job development Team/Transition Coordinator/High School teachers and paras collaborate to assess progress; students self-assess work performance. Students view photos/videos of their work performance to aid in self-assessment. Make final modifications to work systems and supporting informational text, as needed.
05/15/2023	05/31/2023	Curriculum Team updates Apr/May Curriculum Frameworks to develop additional considerations for instructional and job-related opportunities, materials, and family participation, and to include more-detailed activity descriptions. (Celebrate: How I Became Part of the Workforce)
06/01/2023	06/25/2023	Assess and analyze student performance and progress in relation to goal: 80% of students engage in/perform school or community-based work activities/assignment(s).
02/01/2023	05/31/2023	Conduct after school per-session activities to support training and collaborative planning for High School teachers and paras; to support job development work.
02/01/2023	05/31/2023	On a periodic basis: Meet with community based employers/managers. Meet with coordinators of school-based work enterprises.

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)
10/01/2022	12/31/2022	Parent Workshops Open House class visits/viewing of work site videos	Community-based employers Community school building reps
02/01/2023	03/30/2023	Parent Workshops Open House class visits/viewing of work site videos	Community-based employers Community school building reps

Human Resources	Transition Coordinator; Job Development Team; community-based employers/manager/trainers; voc/work lead teachers; work site paras
Instructional Resources	Work supplies/materials/equipment/uniforms; materials to create informational work systems/charts/directions/manuals/videos
Schedule Adjustments	Schedule common PD periods for voc/work teachers; schedule para training sessions; schedule vocational/work teacher collaborations on PD days; schedule work site visits; schedule student work assignments
Other Resources Needed	College and Career Access for All funding

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)
ENL Services Tier 2	ELL Data	Integrated English Language	small group/push-in	During school; after school(Title III)	
ENL Services Tier 3	ELL Data	Integrated English Language	individual/pull-out	During school; after school (Title III)	
ABLLS Tier 3	ABLLS Data	Developmental Language and Learning Skills	individual	During school	
Essential for Living (EFL) Tier 3	ABLLS/EFL Date	Functional Life Skills: Language	individual	During school	

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)
ABLLS Tier 3	ABLLS Data	Developmental Language Skills	individual	During school	
ABA Tier 3	ABA/VB Data	Language/Behavior	individual	During school	
Essential for Living (EFL) (Essential 8) Tier 3	ABLLS/EFL Data	Language/Behavior	individual	During school	
Trauma-Responsive Educational Practices (TREP) Tier 2, Tier 3	PBIS Data	Social-Emotional Learning	small group, individual	During school	
Therapeutic Crisis Intervention Tier 2, Tier 3	PBIS Date	Positive Behavior Intervention Strategies	small group, individual	During school	

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>47</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Our goal is to increase personal and academic successes of our Students in Temporary Housing as an outcome of a school-wide system of emotional, instructional, social and material supports for the students and their families. Make initial contact/maintain contact with parents of students in temporary house (STH) Communicate privately/respectfully with parents and students to support the health and welfare of the students. Provide Social-Emotional supports through the counselors, social workers, and the Parent Coordinator Maintain an inventory of personal/instructional/recreational items to meet the needs of STH Distribute backpacks and items to STH. Schedule and plan time and space for Homework Helpers Create and distribute a Community Directory of accessible/affordable/free resources, activities, events.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. P138M, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>P138M will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.</p>

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

P138M, 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:	75
Borough:	Manhattan
School Number:	138

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	Gregg Soulette
Assistant Principal	Elyse Jaeger
Coach	Susana Castro
Coach	Beatrice Pohl
English as a New Language (ENL)/Lead Teacher	Susan Guzman
School Counselor	Jenna Brown
ENL Teacher	Melida Almeida
ENL Teacher	Allyson Wiggin
Parent	Mirandy Rodriguez-Brown
Parent Coordinator	Revenya Murray
Related-Service Provider	Lorraine Rodriguez

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:	5
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	4

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	703
Total number of current ELLs at your school:	184
Total percentage (%) of current ELLs at your school:	26.2%
Total number of former ELLs at your school:	0
Total percentage (%) of former ELLs at your school:	0%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>One hundred eighty-four students (26.2% of total school register) are identified as ELL students. Thirty-two bilingual students (17.3% of all ELLs) participate in special education monolingual classes and receive support from paraprofessionals who speak their native languages, as well as required ENL services, per their IEPs. One hundred fifty-two students (82.6% of all ELLs) are identified for ESL Only and receive required ENL services, per their IEPs. Our ELLs participate in self-contained, un-graded 6:1:1, 8:1:1, 12:1:1, 12:1:4 classes and Inclusion classes across our ten sites. Five certified teachers provide Integrated and Stand Alone ENL instruction and work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ENL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. They plan aligned instruction during common preparation periods. ENL services are provided to students identified as ESL Only, and to bilingual students in monolingual classes with alternate placement paraprofessionals, as recommended on their IEPs. Our ELL students range in age from five to twenty-one. NYSESLAT results indicate that 75.4% percent of our ELL students are currently performing at the Entering Level; 13% at the Emerging Level; 7% at the Transitioning Level; and 4.6% at the Expanding Level of proficiency. Students are in self-contained classes with student-to-staff ratios as recommended per their IEPs: 6:1:1, 8:1:1, 12:1:1 and 12:1:4. Additionally, some ELL students participate in Inclusion programs in general education classes. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods. Our five ENL teachers utilize the pull-out stand-alone model to address the significant individual needs of each student. Students have the opportunity to leave the classroom to receive stand-alone services during scheduled individual and small group instruction. Students are grouped maintaining mandated special education ratios and observing the three year age-range. In During this instruction, students receive the English language development needed for success in the core content areas. The work covered in the stand-alone sessions helps to address specific needs presented by the ELL students. Through stand-alone and integrated ENL instruction our ELLs receive the number of ENL instructional units as required by CR Part 154, based on students' grade and proficiency levels.</p>
<p>Integrated English as New Language (ENL)</p>	<p>ENL teachers, in collaboration with the classroom and cluster teachers, provide Integrated push-in instruction. Students receive core content area and English language development instruction, including home language supports and appropriate ELL scaffolds, in the context of their self-contained ungraded classes. The teachers present appropriate content to the ELLs and English dominant students using best practices for the ENL students in a scaffolded way. Content material is presented with a focus on vocabulary development, background knowledge, and the use of modified visual aids and materials to build on previously taught concepts. The ENL teacher further modifies materials to make the activities and information more accessible and comprehensible for our ELL students with disabilities. Given the number of students, sites and ENL teachers at P138M, while it is not possible to fulfill all required instructional units per CR Part 154, the ENL teachers maximize the number instructional they are able to provide through stand-alone instruction, integrated instruction, and careful scheduling.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Not Applicable</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>Our ELLs participate in self-contained, un-graded 6:1:1, 8:1:1, 12:1:1, 12:1:4 classes and Inclusion classes across our ten sites. Given the number of students, sites and ENL teachers at P138M, it is not possible to fulfill all required instructional units per CR Part 154. However, the ENL teachers maximize the number of instructional units at students' grade and proficiency levels that they are able to provide through stand-alone instruction, integrated instruction, and careful scheduling. To ensure that students receive these units, ENL teachers travel and co-teach with classroom teachers. Students receive both Integrated and Stand Alone ENL instruction, as provided by our NYS certified ENL teachers. ELA instruction is provided by NYS certified special education classroom teachers. At this time, we do not have a TBE program and, therefore, do not provide HLA instruction.</p>
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3. For schools with Dual Language programs: 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	Not applicable
In which language(s) is each core content area taught?	Not applicable
How is instruction designed to include both languages?	Not applicable
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	Not applicable

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	Not applicable
How is the students' home language integrated into instruction?	Not applicable

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Thirty-five percent of our ELL students are Newcomers. While one student has been identified as a Student with Inconsistent/Interrupted Formal Education (SIFE), that student is not a Newcomer. Presently one student is identified as SIFE (Students with Interrupted Formal Education). ENL teachers provide differentiated language instruction supports to students identified as SIFE. In addition to remedial ENL instruction and academic intervention services, social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction. Newcomer ELLs receive services per their IEP mandates. ENL teachers provide differentiated language instruction supports. In addition to remedial ENL instruction and academic intervention services, social supports necessary to achievement are provided. Identified Newcomer students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Strategies such as Total Physical Response and small group instruction are implemented. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction. Developing ELLs receive services per their IEP mandates. They are mandated to receive the appropriate number of ENL instructional units per CR Part 154. In addition to the services described above, a significant amount of technology is incorporated into the instructional activities of Developing ELLs.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Forty-four percent of our ELL students are Long Term Learners. The provision of ELL services is extended for students who, due to their significant disabilities, require additional instructional time in order to access communication and language skills in the target language of English. Special education students identified for these extended services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. ELL students receiving extended services are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic intervention services to achieve their academic language goals. They receive extensive instructional accommodations and supports, including ENL Integrated and Stand Alone instructional strategies, to continue to build the communication and cognitive language skills needed to meet learning standards and alternate performance indicators. To this end, numerous materials and a wide variety of strategies are employed. (These are described in detail in Part V of this document .)

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Currently, no P138M students are identified as former ELLs. In the event that there is a former ELL at P138M, once the ELL student tests at the Commanding level on the NYSESLAT assessment, 90 minutes of Integrated ENL academic intervention services will be provided for a period of two years to support that transition. The ENL teachers will continue to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III After School Program will be encouraged for a recently transitioned student.</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>P138M supports a data-driven program that connects instructional priorities to best practices that ENL teachers implement to maximize student progress. This includes the examination of assessment data, both formative and summative, to inform instructional decisions. To this end, teacher cohorts collaborate during common planning periods to analyze data; teacher cohorts meet with the coach and staff developer on an ongoing basis; and teachers participate in D75 and school-based professional development activities. The administrative cabinet meets quarterly to analyze data and determine next instructional steps. As needed, ELL and classroom teacher collaborations, curriculum and planning meetings, and data reviews are conducted. According to the most recent NYSESLAT report, 78% percent of students tested scored at the Entering level and 13% scored at the Emerging level. Of the remaining students, 3.5% scored at the Transitioning level, .5% at the Expanding level, and .5% at the Commanding level. Due to the severity of their disabilities, the majority of our ELL students are unable to participate successfully in the standardized NYSESLAT test. They are unable to demonstrate the language skills required to fully participate in the assessment, and are unable to complete the entire test for a valid score. However, during instructional and experiential school and community-based opportunities to learn, all students are demonstrating progress in targeted communication/speaking and listening skills. Students continue to require intensive remediation for their reading and writing skills. There is an annual Review of NYSESLAT and NYSITELL data by ENL teachers and Administration. Additionally, there are monthly reviews of ENL/classroom data by ENL teachers (facilitated by the Lead ENL Teacher), and quarterly reviews of SANDI standards reports and the disaggregated ELL report, by the curriculum/staff developer and ENL teachers. The findings of data reviews are disseminated to stakeholders during cohort and site meetings, parent- teacher conferences, and annual review meetings.</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>Due to the severity of their disabilities, the majority of our ELL students are unable to participate successfully in the standardized NYSESLAT test. They are unable to demonstrate the language skills required to fully participate in the assessment, and are unable to complete the entire test for a valid score. The majority of our ELL students are performing at the Entering level of proficiency, and a minority at the Transition level. Of the ten (10) ELL students who participate in NYS standardized ELA and Math assessments, many perform significantly below grade level. Ninety-four percent (94%) of our ELL students participate in alternate assessments. Those students in grades 3 thru 8 and grade 11 participate in the NYSAA state assessment designed specifically for students with significant disabilities. Test items are aligned to a range of DLM Essential Elements (i.e. alternate standards) and present content at a reduced depth, breadth and level of complexity that is more appropriate for our students. Accessibility features promote greater access by students to the test items and the complexity of each is driven by the individual student's performance on the previous item(s). As a result, the majority of students complete the entire assessment and receive scores and performance feedback in multiple content areas. During instructional and experiential school and community-based opportunities to learn, all students are demonstrating progress in targeted communication/speaking and listening skills. Students continue to require intensive remediation for their reading and writing skills.</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>All P138M students are students with IEPs and are supported by highly specialized education services and instructional programs to address their wide range of severe cognitive, physical, emotional, perceptual, social, auditory, speech and/or language disabilities. Ninety-four percent of our students participate in alternate assessments. While most students have receptive language, their ability levels are wide ranging. Listening skills are impacted by the level of their essential skills and behaviors (e.g. engagement, conceptualization), on-task stamina, and cognitive skills. For example, many do not have the stamina, processing skills and/or cognitive ability required to successfully perform extended listening tasks. When faced with speaking tasks that require self-initiated verbal responses, the majority of our students are challenged by their developmental speech delays. Students are learning to communicate using preferred modes of communication (PMCs) that meet their individual needs and abilities and which range from low tech systems to AAC devices to interactive technology. Typical reading and writing tasks based on content that is not familiar or relative to our students' experiences or prior knowledge, is not appropriate to their cognitive levels, and/or have not been modified with needed physical and visual supports, will not be appropriately accessible to our students. Constancy, consistency and frequency of opportunities to learn, practice and apply skills, knowledge, and behaviors contribute greatly to our students' success. Irregular or infrequent attendance negatively impacts the learning process.</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>Spanish is the home language of 90% of our ELL students. Alternate placement paraprofessionals who speak the students' home language offer daily language support to students and to their families, as needed. Our bilingual related service providers are an additional source of language support to students and their families. P138M respects each ELL student's home language and culture, and supports school and community-based cultural experiences. Specific details of individual translation and interpretation needs are determined by a review of information provided in the Annual Parents Interests/Needs Survey. Written translation and/or oral interpretation services for parents ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Documents and forms in parents' home languages are created and/or distributed, as needed. Materials for families are translated in a timely manner by school staff members to ensure that families have equal access to all necessary information, and bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences to facilitate participation by family members. The NYCDOE Translation/Interpretation Unit is contacted for assistance in the event that we are unable to provide esoteric language services.</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 are as follows: 78% are Hispanic; 8.5% are American Indian/Alaskan; 4% are Asian; and 2% are Hawaiian/Pacific Islander 18% of ELLs are Black; 60% are White. Our school community works to create a student-centered learning environment that empowers our Students with Disabilities, both ELL and non-ELL, by supporting their right to "A Choice, and A Voice". The diverse cultural and ethnic identities of students, their families, and the staff are recognized, explored, and celebrated. Families are recognized as important and respected members of our school community and are invited to join us as we learn and celebrate. It is our mission to meet the wide-ranging needs of our diverse community of Students with Disabilities, including the significant number of ELLs. We prioritize communication and independence for all learners. We implement practices to teach our students and provide experiential opportunities that are effective and equitable. We ensure that students receive the appropriate supports to promote positive outcomes. We continuously expand our capacity for providing a welcoming, safe, and positive environment. Administration provides inclusive curriculum across our instructional programs; the Curriculum Team develops specialized adaptations and resources to facilitate meaningful access to core content; instructional teams set high expectations and deliver rigorous and highly specialized instruction; and teacher cohorts evaluate effectiveness for all students.</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>All P138M students have Individualized Education Plans (IEPs), therefore ELLs with IEPs would not be identified as a subgroup in our school. Also, a trend is not reflected in results for ELLs with SIFE, since only one ELL student is identified as a Student with Interrupted Formal Education (SIFE).</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>ELL students represent a significant segment (27%) of the P138M school community. To meet the instructional needs of our ELLs, school leadership ensures that all ELL students are provided equal access to all programs. The primary objective for all P138M students, across all instructional models, is to increase students' independence and prepare them to be involved participants in their post school lives. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. ELL students use individualized communication systems (e.g. picture symbols, voice output devices) developed specifically to meet their individual communication needs. These individual systems support spontaneous, interactive and independent student participation at school, and beyond. Access through communication is also supported through the use of computer technology and software. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials that support learning. A wide variety of differentiated materials are developed by teachers to enhance hands-on experiential learning activities. The inclusion of alternate placement paras in the classrooms of ELL students provides ongoing home language supports throughout the day, and instruction preparing students for participation in the Spring NYSESLAT assessment is provided to improve their assessment outcomes. A Title III after-school program is offered at multiple sites to provide supplemental language development supports to participating ELL students. Attending students have the opportunity to receive direct instruction individually and in small groups. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences that will narrow any language gaps are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The after-school program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting grade level learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.</p>
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<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>Due to the nature of our students' disabilities, and in alignment with the Next Generation Learning Standards and DLM Essential Elements (i.e. alternate learning standards for students with significant disabilities), math, science and social studies content is embedded within ENL/ELA instruction throughout the day. Functional and experiential learning activities are provided so students have opportunities to attain skills and knowledge needed to access and connect to the Learning Standards and DLM Essential Elements. Alternate performance tasks and indicators of success provide access to the learning standards for our students with disabilities. ENL teachers plan collaboratively with classroom, speech, and content area cluster teachers to develop instructional activities that are differentiated for students' varying levels of language proficiency, as well as their significant disabilities. Communication systems and technology are incorporated to maximize student access to instruction, and to enhance instructional activities. ENL teachers reference IEP goals, as well as SANDI, ABLLS or MAPGrow assessment data to identify priority target skills. In response to this data, ENL teachers align instruction with DLM Essential Elements being addressed by classroom teachers. Those Essential Elements include the following Major Claims and Conceptual Areas: ELA.C1 - Students can comprehend text in increasingly complex ways. ELA.C2 Students can produce writing for a range of purposes and audiences. ELA.C3 - Students can communicate for a range of purposes and audiences.</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>To be updated.</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>All P138M students have Individualized Instructional Plans (IEPs). Curricular, instructional, and scheduling flexibility ensures that all ELL students receive recommended instruction and mandated support services in appropriate settings (e.g. supportive class ratios, alternate placement paraprofessionals, stand alone/integrated instructional settings, a range of curriculum options, etc.) Effective instruction for English language acquisition is the result of focused collaboration between all members of the instructional team - classroom teachers, alternate placement paraprofessionals, content area cluster teachers, ENL teachers, and related service providers. The thoughtful development of daily schedules, units of study, curriculum maps and scaffolding strategies aid the development of a strong functional and academic language curriculum. These supports enable students to achieve their IEP goals and increase their language English language proficiency. All students are placed in the least restrictive environment based on their IEP recommendations, and ELL students receive ENL services as part of their IEP mandates. Bilingual students participate in monolingual classes, supported throughout the day by paraprofessionals who speak their home languages. Related service providers use strategic scheduling and planning to push-in and collaboratively support students within their LRE. Five ENL teachers provide services to ELL students throughout our ten sites. To accomplish this, ENL teachers are assigned to multiple sites when necessary. Their schedules are carefully managed to maximize instructional time for delivering ENL services to 180 students. ELL students are grouped by proficiency levels, allowing ENL teachers to provide focused instruction. To the extent possible, flexible programming is used to create opportunities for our students to spend time with their non-disabled peers. Students in inclusion spend the day in general education classes with their non-disabled peers.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>The access, readiness and present performance skill levels of ELL students participating in alternate assessments are screened using the language and communication components of the SANDI and ABLLS-R assessments. As students progress, the Foundations Reading and SRA Reading Mastery program assessments guide instruction. The access, readiness and present performance skill levels of ELL students participating in standardized assessments are screened using the Fountas and Pinnell Benchmark Assessment System. As ELL students in our Auditory/Oral classes progress, Teachers College Reading and Writing Project assessments inform instruction.</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>Our Title III after school program provides supplemental language development supports through direct ELA instruction, as well as by embedding ELA instruction across content and life skill areas, to target those deficits indicated by performance assessments. Attending students have the opportunity to receive direct instruction individually and in small groups. Participating ELL students attend 12:1:4, 6:1:1, 12:1:, and 8:1:1 classes during the regular school day, and those recommended instructional ratios are maintained for each small instructional group during the Title III program. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The instructional intervention programs used for subgroups of students include ABLLS, Foundations Reading, SRA Reading Mastery, Equals Math, SRA Connecting Math, and SANDI Instructional Kit activities.. The Title III after school program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills. To prepare for in-school instruction, as well as the Title III program, ENL teachers collaborate with classroom and cluster teachers to provide language instruction that targets high priority skills and core content areas.</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>The team works with administration to share, examine and interpret data. The specific needs of the ELL students are determined, the quality of instruction is discussed, and interventions are adapted and implemented, as needed. Student progress is monitored, as described separate sections of this plan, and data-based decisions are made to move students forward. IEP goals, as well as SANDI (including the disaggregated ELL report), ABLLS, NYSAA, NYS ELA, and MAPGrow assessment data are reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ENL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ENL instruction follows the New Language Arts Progressions and incorporates ENL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the instruction required to meet our students' individual and varied needs. In response to both formal and informal assessment data, modifications to learning experiences/tasks and instructional strategies are ongoing in an effort to provide optimal differentiated instruction for all ELL students.</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>One hundred fifty ELL students participate in the SANDI alternate assessment, and twenty ELL students participate in the ABLLS alternate assessment. SANDI standards reports, as well as disaggregated ELL reports, identify present levels of performance as well as skill to be targeted for instruction. The ABLLS assessment provides very specific progressions of language progress as aligned to its curriculum. Participating alternate assessment elementary ELL students are also assessed as part of their Foundations and SRA Reading Mastery programmatic instruction. Teachers maintain skills checklists and data collection systems, as well. This formative data is used to target priority skills; to develop measurable goals and short-term objectives for improving student performance; to modify instruction as needed; and to measure progress. Ten elementary ELLs are designated as standard assessment students. During the school year their teachers use Fountas and Pinnell, NYC Performance Tasks and NYC MAPGrowth assessments to measure progress and identify instructional targets. Additionally, they use teacher-designed tools and common core curriculum unit assessments to collect ongoing formative data reflecting student progress and informing instructional modifications and next steps. ELL students in our elementary Auditory Oral classes are also assessed as part of the TCRWP. Teacher-designed skills checklists and data tools are maintained. Data gathered via the named assessments is used to develop specific, measurable goals, as well as the short-term objectives for supporting student achievement of grade level learning standards. Classroom and IEP Goal data indicates that performance and progress of our ELL students is comparable to that of their non-ELL counterparts. The language supports received by our ELLs are also resulting in NYSAA and SANDI average scores that are comparable and, in a number of cases, higher than their non-ELL peers. Teacher-created data collection tools, curriculum unit assessments, and/or digital assessment systems (e.g. Boom Cards, Google slides, Flip Grid video clips), are used on an ongoing basis to measure progress towards IEP and classroom instructional goals.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Teachers implement both formal (e.g. SANDI, ABLLS, MAPGrowth) and ongoing informal assessments (e.g. classroom checklists, performance observations) to determine students' home language literacy backgrounds and their language strengths and needs. Ongoing professional development of teachers' best instructional practices to target identified priority skills will ensure student progress toward English language literacy. While P138M does not have a bilingual classroom program at this time, alternate placement paraprofessionals who speak the students' home languages, as well as bilingual teachers and related service providers, offer daily support to students in their home languages. They work closely with classroom teachers to evaluate students' skills in their home languages, and to assist students during ongoing instructional interventions. All ENL teachers are trained in the administration of the Home Language assessments. The Language Proficiency Team members, in conjunction with ENL teachers, collaborate to ensure that students are properly assessed and placed in the appropriate ELL programs.</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>Program effectiveness is evaluated by IEP Goal achievement, Spring NYSAA and NYS Test performance, MAP Growth, CEP Goals achievement, and demonstrated progress on the SANDI and ABLLS assessments. ELL teachers also review the instructional materials and online platforms that they are using to determine their effectiveness, and to plan future selections. Students' ability to perform the skills required to obtain a valid score on the Spring NYSESLAT will be evaluated, as well as the resulting scores. The ELL Data Analysis Tool will be included in the review and analysis of student performance. Additionally, NYSAA is administered each Spring to ELL students in Grades 3-8 and Grade 11 to gather summative data reflecting a snapshot of performance related to identified Essential Elements (alternate performance standards). Fall-to-Spring and year-to-year progress made by students participating in the SANDI and ABLLS alternate assessments demonstrate patterns of improvement and mastery, and identify priority skills to be targeted for improvement. Ten elementary ELLs are designated as standard assessment students and participate in the Spring NYS ELA, Math and Science standardized summative assessments. Performance scores are evaluated and instructional targets are identified to inform instruction going forward.</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>Our ENL teachers attend NYSESLAT workshops in preparation for administering and scoring the multiple parts of the test. The ENL teachers, along with site-based representatives who assist in the preparation for and scheduling of test sessions, carefully follow all administrative and security guidelines. Test administration periods are carefully scheduled so as not to negatively impact the ongoing provision of mandated services to ELL and former ELL students.</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>All P138M students have Individualized Educational Plans (IEPs) The P138M Scope and Sequence is aligned to that of the students' general education peers. The P138M Curriculum Frameworks are developed for four grade bands (i.e. PreK-2, Gr 3-5, Gr 6-8, and HS). Each includes content, activities, materials, and alternate performance indicators that allow students to learn, practice and apply high priority essential skills and behaviors in the context of the content. Content is addressed at a reduced depth, breadth and level of complexity, as is appropriate for our students wide range of abilities. To further support school-wide learning that is aligned to the P138M Curriculum Frameworks, instructional materials and resources, interactive digital activities, and curriculum memos are available through the the P138M website. Additions to the website are ongoing. The school-wide curriculum map reflects the range of curriculum materials available for each instructional ratio and for each instructional grade band.</p>
<p>b. SIFE</p>	<p>Presently one student is identified as SIFE (Students with Interrupted Formal Education). ENL teachers provide differentiated language instruction supports to students identified as SIFE. In addition to remedial ENL instruction and academic intervention services, social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.</p>
<p>c. Newcomer</p>	<p>The ENL teachers, monolingual classroom teachers, and speech teachers collaborate to evaluate each newly enrolled ELL student, to develop appropriate instructional goals, and to formulate an instructional plan to meet the instructional needs of each newly enrolled ELL student. Newcomer ELLs receive services per their IEP mandates. ENL teachers provide differentiated language instruction supports. In addition to remedial ENL instruction and academic intervention services, social supports necessary to maximize continued achievement are provided. Identified Newcomer students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Strategies such as total physical response and small group instruction are implemented. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction. An ELL orientation meeting provides an opportunity for parents and staff to share important information that will contribute to the development of effective and comprehensive instructional programs for new ELL students. Newly enrolled students and their parents are encouraged to participate in our Title III After School instructional program and parent workshop described previously in this document.</p>
<p>d. Developing</p>	<p>Developing ELLs receive services per their IEP mandates. They are mandated to receive the appropriate number of ENL instructional units per CR Part 154. In addition to the services described above, preferred methods of communication and a significant amount of technology are incorporated into the instructional activities of Developing ELLs.</p>
<p>e. Long Term</p>	<p>The provision of ELL services is extended for students who, due to their significant disabilities, require additional instructional time in order to access communication and language skills in the target language of English. Special education students identified for these extended services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. ELL students receiving extended services are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic intervention services to achieve their academic language goals. They receive extensive instructional accommodations and supports, including ENL Integrated and Stand Alone instructional strategies, to continue to build the communication and cognitive language skills needed to meet learning standards and alternate performance indicators. To this end, numerous material and a wide variety of strategies are employed. (These are described, in detail, in Part IV B of this document .)</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Once an ELL student tests at the Commanding level on the NYSESLAT assessment, 90 minutes of Integrated ENL academic intervention services are provided for a period of two years to support that transition. The ENL teachers continue to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III After School Program is encouraged for all recently transitioned students.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>At this time, P138M does not have TBE or DL programs. However, each bilingual student is placed in a monolingual class with the support of an alternate placement paraprofessional who speaks the student's home language, as well as ENL services. Our bilingual related service providers are an additional source of language support for our students and their families. P138M respects each ELL student's home language and culture, and supports school and community-based multicultural experiences. Home language literacy prepares students with skills and strategies that will transfer to English language learning.</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>P138M ELL students are exempt from second language requirements, as per their IEPs.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The academic professional development plan for P138M addresses a variety of issues and topics pertaining to the education of our ELL students. School-based professional development provided on September, November, June and July professional development days and during Title III workshops, provides opportunities for instructional teams to expand their knowledge and skills related to the Next Generation Learning Standards and DLM Essential Elements (i.e. alternate performance standards). Professional development activities focus on embedded learning across all content areas, Functional Learning Tasks/Experiences and Alternate Performance Indicators; ENL Instructional Strategies; and Modifying Instructional Methods and Materials for ELLs. Prior to the Spring assessment period, the lead ENL teacher turnkeys NYSESLAT training for her cohorts. Additionally, the ENL teachers, with the support of the school based coach and staff developer, meet quarterly during common professional development periods to collaborate on strategies for implementing the P138M curriculum frameworks through balanced literacy, ESL through content areas, and technology in ESL education. The school based coaches and staff/curriculum developer are available to provide ongoing instructional supports and to recommend core curriculum content materials, as needed. P138M's teachers and paraprofessionals who serve ELL students also benefit from the ongoing services provided by the District 75 ELL coaches. In addition, P138M ensures the ongoing attendance of ENL monolingual teachers and alternate placement paraprofessionals at district and city level workshops and conferences that strengthen the language instruction of their ELL students. These workshops include, but are not limited to: ELL Institute; Picture Exchange Communication Systems (PECS); Social Stories; Powerpoint Adapted Books; Foundations and SRA Reading Mastery programs; ABA/Verbal Behavior; Assisted Communication, and Integrating the SmartBoard and iPad for interactive learning. A workshop is provided at our main site on Professional Development Days (September/November/June/July) for alternate placement paraprofessionals providing native language supports to our ELL students. Conducted by our ESL teachers, these workshops address ELL strategies and best practices, and provide an opportunity for participants to develop differentiated instructional materials. A log is maintained reflecting staff attendance at all professional development workshops/trainings. School-based and D75 professional development activities provide opportunities for instructional teams to expand their knowledge and skills related to Learning Standards and DLM Essential Elements, Alternate Achievement Descriptors/Indicators, Cross-Content Instruction and Embedded Learning, and Functional Learning Tasks/Experiences. Our ENL teachers works closely with the middle and high school unit and classroom teachers, as well as the transition coordinator and guidance counselor to support students and their parents students during the transition from elementary to middle school, middle school to high school, and high school to work settings. On an ongoing basis our Transition Inquiry Team collaborates to create a framework that identifies priority skills, knowledge and behaviors that will support students through these transitions, and to better prepare students for the expectations of their new instructional settings. Site visits provide parents and students with an opportunity to become more familiar with new settings and staff. When appropriate, teachers may use social stories and discussions to help students prepare for transitions.</p>
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<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>P138M facilitates participation in school and district-based workshops to ensure that staff meet the PD requirements of CR Part 154: All teachers (15% of total PD hours); ENL teachers (50% of all PD hours). To accomplish this, teachers are encouraged to attend D75 and DOE professional development activities (e.g. Jose P Compliance, ELL Strategies). ENL teachers consult with the District 75 ELL coaches and director regarding issues of compliance and instruction. School-based professional development activities include workshops that address the instruction of ELLs (e.g. language acquisition, co-teaching strategies, common core connections). The school-based coaches and staff developer provide additional supports to teachers and paraprofessionals. All records of staff participation in professional development activities are maintained in the P138M staff development office.</p>
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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>In addition to Parent/Teacher conference, IEP meetings and orientations, P138M ensures that ENL teachers meet formally with ELL parents at a minimum of once a year to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. However, ELL teachers typically communicate on an ongoing basis via home-to-school notebooks, phone calls, FaceTime, and Google meetings. When necessary, parents are provided with interpreters in their home language. In an effort to empower parents with an expanded capacity to support English language learning at home, the Title III after-school program includes parent workshops to share practices, model strategies, and create materials for use at home. To further support families working with their children on practice/homework activities and behavior strategies, teachers create and share videos that demonstrate curriculum practices (e.g. Foundations Reading, ABA language strategies, etc.). Parents are also invited to observe instruction, including ENL instruction, during Open House classroom visits. At intervals during the school year, parents are invited to participate in school celebrations of student accomplishments, arts performances, and PBIS successes.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In addition to Parent/Teacher conference, IEP meetings and orientations, P138M ensures that ENL teachers meet with ELL parents at a minimum of once a year to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Parents are provided with interpreters in their home language. Communication and parent involvement are encouraged and supported by the Family Coordinator and the ENL teachers. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by review of information provided in the Annual Parents Interests/Needs Survey. Written translation and/or oral interpretation services for parents ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Documents and forms in parents' home languages are distributed and used when indicated (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during after school hours when needed. The NYCDOE Translation/Interpretation Unit is contacted for assistance in the event that we are unable to provide esoteric language services. Parents are notified, in writing, of the availability of translation and interpretation services, and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, ENL teachers and bilingual teachers, P138M offers ongoing information and translation services in the identified home languages. The Parent Coordinator and ENL teachers maintain ongoing communication with parents of ELLs. Information is shared in their home languages, and opportunities are provided for parents to share concerns, communicate needs, and participate in orientations, IEP meetings, Parent Teacher Conferences, Parent Association Meetings, Annual ELL Meetings and workshops. Workshops are provided to encourage effective parental participation in school and home activities, to support the acquisition of literacy skills assessment performance, and to promote achievement of goals.</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>Not applicable</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Newly Enrolled Students Once the language identification process is complete, and a student is identified as ELL, the parent is invited to the parent orientation meeting. At this orientation meeting, the ENL teachers provide parents with an explanation of each ELL program model offered in NYC. Parents view a video (in the parents' preferred language/s) describing the three programs. Parents are encouraged to ask questions so that they have a clear understanding of the three ELL programs. Translation and interpretation services are provided throughout the meeting. Newly Enrolled and Current ELLs At IEP conferences the Unit Teacher and School Counselor/Psychologist provide additional support in describing available ELL programs/services. ENL and classroom teachers review IEP goals to create a plan for providing appropriate language supports. Newly Enrolled and Current ELLs Letters are sent to the families of all ELL students, inviting them to participate in the P138M Title III Saturday Program. Included in this program, are two family workshops. During these workshops, instructional strategies are modeled, and adapted language materials are created for parents to use at home.</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>LPT/Language Proficiency Team Principal Assistant Principal Five (5) ENL teachers with Special Education and ESOL certifications Pupil Accounting Secretary (Bilingual/Spanish speaking) School-based ABA/VB coach (Special Education and Bilingual certifications) Speech Therapist (Bilingual/Spanish speaking) School Counselor/Psychologist Parent Coordinator (provides additional support, as needed) Once student enrollment is completed, the ENL teacher assigned to the site is contacted to: >conduct interviews with the parent and student >review documents and assessments >complete the Home Language Identification survey The bilingual school-based coach and speech therapist provide additional supports, as needed. The ELL Identification Process is completed for each student within ten (10) days of enrollment. For students entering with IEPs, as do all of our students, the process is completed within twenty (20) school days. The ENL teachers and the LPT/Language Proficiency Team are involved in this process. The enrollment status of each newly admitted student is determined. If a student has been in a NYS public school within the past two (2) years, our school contacts the previous school to obtain the ELL status, relevant scores, and the student's proficiency level. If a student has been outside NYS public schools for more than two (2) years, our school administers the ELL Identification Process as part of reentry. The ENL teachers and the LPT/Language Proficiency Team are involved in this process. 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. The ENL teachers and the LPT/Language Proficiency Team are involved in this process. An interview with parents and students in English and the home language survey is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determine the student's literacy and math level in his/her home language. The ENL teachers and the LPT/Language Proficiency Team are involved in this process. Eligibility for the NYSITELL is determined. If the newly enrolled student is entering with an IEP, as are all of our students, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. Student is administered the NYSITELL, if eligible. Generally, parents are notified in their preferred language as part of the IEP process. The 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. Through intake team conversations with parents/guardians, it is determined whether a student meets the criteria for interrupted/inconsistent formal education (SIFE) status. If student is an ELL, the parent is invited to the parent orientation meeting. The 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 the 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. The ELL student is placed in the ELL program that the parent selected. 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. If the ELL remains in the school, the ELL is placed in English as a New Language (ENL) and our school keeps track of the parent choice so that when minimum thresholds are met, we can open the ELL program of choice. Parents are notified that they have forty-five (45) days to appeal the ELL status of their child (ELL Re-identification Process). If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the student's 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
Revenya	Murray	Parent Coordinator	2018-19	Yes	

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	600	70.7%	595	70.1%
Spanish	236	27.8%	240	28.3%
Bengali	4	.47%	1	.12%
Chinese (any)	4	.47%	4	.47%
Arabic	1	.12%	4	.47%
French	1	.12%	1	.12%
Mossi (aka More)	1	.12%	1	.12%
Haitian Creole	0	0	1	.12%
Mandinka (aka Mandingo)	1	.12%	0	0
Portuguese	0	0	1	.12%

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	1 Assistant Principal; 1 Pupil Accounting Secretary; approximately 15% of the instructional staff	1 Assistant Principal; 1 Pupil Accounting Secretary; 1 Supervising School Aide; approximately 25% of the instructional staff
Russian	1 Teacher	1 Teacher
Chineses	4 Staff Members	4 Staff Members
Greek	1 Staff Member	2 Staff Members

<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>Parents who may require home language interpretation services, including written translation and oral interpretation services, are initially identified by a review of: ATS Home Language Interpretation Survey/Part 3; ATS POB/Lang/Geo (RPB) and ELL reports; Emergency Contact cards, and a review of IEPs indicating parents' preferred language. Additional contact is made with the family via a phone interview, as needed. P138M's Annual Parent Interests/Needs Survey, developed by the School Leadership Team and the Parent Coordinator, is translated to meet the anticipated home language needs of the parents of our ELL students. Specific details of parents' individual translation and interpretation needs are ascertained during a review of the information provided in the Surveys completed and returned by the parents. As needed, P138M hires bilingual staff members to provide interpreter/translator services for parent meetings, parent outreach, and written documents. Appropriate signage is prominently displayed, informing visiting parents of translation services that are available. Surveys are sent and/or emailed to parents and are also posted on the P138M school website.</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.
Title III Application	1X per year	Two ENL teachers translate documents, as needed.
Introduction to ELL Programs/ Services (flyer)	1X per year	Appropriate DOE materials are distributed by Pupil Accounting Secretary (PAC) at registration, or by ENL teachers at Fall parent meeting.
School letters/notices/ flyers/invitations	Ongoing	Written materials are translated by Pupil Accounting Secretary (PAC)
Daily School-to-Home communication notebooks	Ongoing	Written notes are translated by classroom staff, as needed. Two ENL teachers also translate school-to-home communications, as needed.

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.
IEP Meetings*	Ongoing	Interpretation services are provided by bilingual instructional staff. * The NYCDOE Translation and Interpretation Unit is contacted for assistance and services (e.g. Linguistic International) are secured in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members.
Parent/ Teacher Conferences*	November, March, May	Interpretation services are provided by bilingual instructional staff. * The NYCDOE Translation and Interpretation Unit is contacted for assistance and services (e.g. Linguistic International) in the event that there is as need for esoteric language services that we are unable to provide using in- house staff members.
Parent Workshops*	Monthly	Interpretation services are provided by bilingual staff; needs/strategies are discussed during planning meetings.* The NYCDOE Translation and Interpretation Unit is contacted for assistance and services (e.g. Linguistic International) are secured in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members.
P138M Town Hall Meetings*	Quarterly	Interpretation services are provided by bilingual staff; needs/strategies are discussed during planning meetings.* The NYCDOE Translation and Interpretation Unit is contacted for assistance and services (e.g. Linguistic International) are secured in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members.
See Above	N/A	Note: The above meetings are conducted in-person at school and/or during remote. Town Hall Meetings are conducted during remote Google, Zoom, or FaceTime meetings, as needed. As needed during after-school hours, P138M hires bilingual staff members to provide interpreter/translator services for parent meetings, parent outreach, and written documents. The NYCDOE Office of Language Access is contacted for assistance and services (e.g. Linguistic International) are secured in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members.

<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>Emergency contact cards are updated and kept on file at each site. Back-up emergency contact numbers are included. Classroom teachers and ENL teachers, have access to family contact information. Staff who speak /write the parents' preferred language will make the outreach contact.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Emergency contact cards are updated and kept on file at each site. Back-up emergency contact numbers are included. Classroom teachers and ENL teachers, have access to family contact information. Staff who speak /write the parents' preferred language will make the outreach contact.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Parents/guardians/family members have phone and email access to multiple contacts at school (e.g. Classroom Teacher, Unit Teacher, ENL Teacher, Pupil Accounting Secretary, Parent Coordinator, School Nurse, Administrators)</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	Information regarding the availability of translation and interpretation services is shared during PD turnkey trainings and disseminated to staff throughout our ten organizational sites. Information on how to obtain these services is included. Additionally, information pertaining to language assistance services is posted on the P138M school website.
Over-the-Phone Interpretation Desk Aid	Information re: Over-the-Phone interpretation services is shared with staff via flyers, displayed at each site, and posted on the P138M website.
Language Access Handbook	The Language Access Coordinator distributes a copy of A Language Access Handbook to each site to be references, as needed..
T&I Unit InfoHub Link	The NYCDOE Translation and Interpretation Unit is contacted for assistance in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members. The link is posted at each site.
Notice for Parents Regarding Language Assistance Services; Parents Bill of Rights	The notice regarding language assistance services, as well as the Parents Bill of Rights, is available at each site and is referenced by the unit coordinator and school psychologist at IEP conferences.
IEP Translation Resource	The link for IEP translations is shared with teachers. (tinyurl.com/DOETIEPrequest)

<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 principal's designee (e.g. the Parent Coordinator) attends DOE training re: Language Access and that information is shared during Professional Development Day turnkey trainings and disseminated to staff throughout our ten organizational sites. Site-based follow-up is provided by our five ENL teachers at their assigned sites. Information will be distributed to all staff in print and via email, and will be posted on the P138M school website.</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>Chancellor's Regulations A-663 are fulfilled as follows: >Parents are notified in writing, in their home languages, of the availability of translation and interpretation services. Information on how to obtain these services is included. >P138M posts signage in unit offices and/or on parent bulletin boards. Information pertaining to language assistance services is also posted on the school website. >The "Notice for Parents Regarding Language Assistance Services" is posted at all school sites. >The NYCDOE Translation and Interpretation Unit is contacted for assistance in the event that there is as need for esoteric language services that we are unable to provide using in-house staff members. >The "Parents' Bill of Rights" and "Safety Plan Procedures" are sent to all parents in their home languages.</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>Feedback from parents will be gathered using Annual SLT Parent Surveys (in home languages) that address parent preferences, interests, and needs, as well as the quality of services offered. Checklist evaluations (in home languages) will be completed following parent meetings and/or workshops to provide planning information going forward.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>The administrative cabinet, Parent Coordinator, and lead ENL teacher convene to review feedback results. Survey and evaluation responses are then shared with the School Leadership Team and ENL teachers. An action plan is created to address issues and to improve future delivery of language access services.</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:	138
DBN:	75M138
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.	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	18
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# 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>P138M Title III Saturday Program: "A Choice and a Voice - Communication for Independence" Our Title III Saturday Program teachers will provide individual and small group instruction. IEP mandated student-to-staff ratios will be maintained for all instructional groups, and the three-contiguous-grade rule applied, during the Saturday instruction. If, at any time, students from the 12:1:1, 8:1:1 and/or 6:1:1 ratio programs are combined, the number of students in that group will not exceed six. As needed, a para will be assigned to each group to maintain appropriate ratios. In summary, the instructional program includes, but is not limited to: language development embedded across the content areas, life skills and social activities, hands-on experiential learning, structured and sequential work tasks, a wide range of differentiated strategies and materials, and engaging interactive digital activities. Instruction preparing students for participation in the Spring NYSESLAT assessment will also be implemented. Supervision of the Saturday program will be provided by an assistant principal.</p>
<p>Rationale</p>	<p>Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instruction and social experiences are always desirable and beneficial. The supplementary Saturday instruction provides time, focus and intense supports that positively impact student progress towards meeting the Essential Elements that align with the CC Learning Standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The three certified ENL teachers will provide individual and small group supplementary instruction in English during these Saturday sessions for Grades K-2 and Grades 3-5 students in 6:1:1, 8:1:1, 12:1:1 and/or 12:1:4 service categories. The ENL teachers will instruct elementary students from our P30, P108, P189, P380, and/or P48 sites</p>
<p>Schedule and duration</p>	<p>The Title III Saturday instructional program, "Communication for Independence" will be conducted on Saturday mornings from 9:00am to 12:00pm. This Saturday program will be conducted over the course of 12 weeks, excluding holidays, beginning the first week of December and ending the fourth week of March.</p>
<p>Language of instruction</p>	<p>English is the language of instruction during this Saturday supplementary program.</p>
<p>Number and types of certified teachers</p>	<p>Three ENL certified teacher will provide instruction to ELL students participating in the Title III Saturday program.</p>

Types of materials	<p>Teachers have access to a range of instructional resources, as well as interactive digital books and activities, via the P138M Educator Resource website. These resources and materials are directly aligned to P138's Curriculum Frameworks that are, in turn, reflective of NYC/NYS core content and the DLM Essential Elements (alternate learning standards). Students will continue to use previously purchased iPads, and previously purchased Boardmaker subscriptions continue to provide teachers with a critical resource for creating individualized student materials designed to meet their varied and specific communication needs. The laminating supplies, velcro, printer ink and printer paper purchased this year enable teachers to produce those materials. Students currently have access to classroom libraries and instructional software. This year, additional Lil Libros multicultural books will be added to expand the resources available to the students participating in the Title III program. Selections will include books that present early skills and concepts, as well as books that tell inclusive stories. Sensory and electronic materials will be purchased to engage and motivate students, and to promote the exploration of sounds, objects, shapes, etc.. These, along with magnetic boards and alphabet letters previously purchased, will reinforce phonics and vocabulary-building activities. A Foundations Reading Kit will be purchased to support foundational phonics instruction aligned with current classroom curriculum. To engage students in expressive vocabulary building activities, to encourage student-to-student exchanges and conversations, and to provide opportunities for self-advocacy, we will add to our interactive game resources, multi-sensory craft materials, and materials for alternative writing experiences. The range of language instruction resources available to our participating teachers and students will expand significantly through the budgeted purchase of Teachers-Pay-Teachers materials. These interactive digital materials support the integration of language, technology and independence. As during in-school instruction, students will use picture symbol communication systems; voice output devices, picture symbol schedules and a wide variety of differentiated materials that will be developed specifically to meet the individual communication needs of each student and to create engaging hands-on experiential learning activities. These individual systems, modified materials, and behavioral reinforcers that support spontaneous, interactive and independent student participation, will support our Title III Saturday supplemental instructional activities. Teachers will provide ongoing opportunities for students to select/listen/read books that appeal to their interests and are at an appropriate level, through the use of digital books, teacher-recorded read-alouds, and Google slides with embedded audio and video features. To increase student engagement, teachers will continue to add online platforms to their repertoire of instructional resources and activities (e.g. Google slides, FlipGrid, Pear Deck, Boom Cards, virtual reality experiences, etc.). Special attention will be paid to the use of visual, auditory, and tactile materials when engaging students in differentiated/explorative/experiential instruction. Access to free audio book subscriptions further expands literature-based resources for our students,</p>
Include any additional details here:	N/A
The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Saturday Staff Professional Development Workshops Professional development activities will provide participating staff with opportunities to use and produce more effective supplementary differentiated materials, and to better implement curriculum materials and best practices to support our Title III After School instructional program.</p>
<p>Rationale</p>	<p>The objective of our professional development is for participating teachers and paraprofessionals to collaborate in the modeling of best practices for communication and language development; to share current ENL strategies and methodologies; and to learn how to implement effective curriculum materials and activities incorporating those practices and strategies.</p>
<p>Teachers to receive training</p>	<p>Three Title III ENL teachers and two Title III paraprofessionals will participate in professional development activities.</p>
<p>Schedule and duration</p>	<p>The Title III workshops will be co-facilitated by the ENL teachers. Two professional development activities will be conducted at the Main Site (P30), from 12:00-2pm, on the second Saturday of December and the second Saturday of February. These professional development hours will not conflict with the Saturday morning instructional program. An assistant principal will supervise.</p>
<p>Topics to be covered</p>	<p>During the first workshop, participating teachers and paras will review student progress in the Foundations and/or SRA Reading Mastery programs and share problem-solving strategies to increase success going forward. Participants will review available classroom data re: the students' present level of performance as related to the ability to access the Foundations and/or SRA programs. Program components, and strategies for implementing the program, will be discussed and modeled. Additionally, participants will discuss and share strategies for building vocabulary, for establishing talk-routines to increase student conversations/discussions (e.g. following scripted talk, using programmed AAC devices), and for incorporating opportunities for students to write using alternate or traditional writing strategies (e.g. using pictures/symbols, taking/using photos, demonstrating/"show me", etc.) During the second workshop, participating teachers and paras will share and discuss ongoing modifications/adaptions to supplementary instructional materials. This will include ways to modify/adapt tabletop games to reinforce language/communication skills, as well as additional learning tasks such as those used in the school's Verbal Behavior program. Participants will share/demonstrate strategies found to be successful in supporting the differentiated needs of the ELL students. Participants will also collaborate in the review of student work and/or performance data, provide collegial feedback, and discuss strategies for moving each student forward on the communication continuum.</p>
<p>Name of provider</p>	<p>Professional development activities will be co-facilitated by three ELL certified teachers.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Two interactive Saturday Parent Workshops will be conducted.</p>
<p>Rationale</p>	<p>The objectives of the Parent Engagement Activities are to demonstrate effective strategies/activities for parents to implement at home and in the community, to assist parents in creating communication/language materials for home, and to share problem-solving strategies.</p>
<p>Schedule and duration</p>	<p>Saturday Parent Workshops Two interactive parent workshops will be conducted: the first on the second Saturday of January; the second on the second Saturday of March. The workshops will take place from 12:00pm to 2:00pm and will not conflict with the Saturday morning instructional program.</p>
<p>Topics to be covered</p>	<p>The focus of the parent workshops are: the use of Individualized Communication/Language Systems; School-to-Home Learning Activities to reinforce phonics instruction; and strategies promoting independent communication and interactions . Instructional strategies and the use of differentiated at-home materials will be demonstrated.</p>
<p>Name of provider</p>	<p>The Parent Workshops will be facilitated by the Title III program teachers who are ELL-certified. An assistant principal will supervise.</p>
<p>How parents will be notified of these activities</p>	<p>The Title III letter, in English and the preferred languages of communication of the families, will be disseminated during the first two weeks of November via the US Postal Service and student backpacks. The Title III teachers and paraprofessionals will reach out, by phone and in writing, to invite parents to each of the Parent Workshops. They will also conduct follow-up outreach during the week prior to each workshop.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

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	\$15,173.84	Direct Instruction Teachers: 3 teachers X 3hrs X 12weeks X \$66.18 = \$7,147.44 Paras: 2 paras X 3hrs X 12weeks X \$38.54 = \$2,744.88 Supervisor: 1 AP X 3hrs X 12 weeks X 69.24 = \$2,492.64 Subtotal = \$12,414.96 Professional Development Teachers: 2 workshops X 3 teachers X 2hrs X \$66.18 = \$794.16 Paras: 2 workshops X 2 paras X 2hrs X \$38.54 = \$308.32 Supervisor: 2 workshops X 1 AP X 2hrs X \$69.24 = \$276.96 Subtotal = \$1,379.44 Parent Workshops Teachers: 2 workshops X 3 teachers X 2hrs X \$66.18 = \$794.16 Paras: 2 workshops X 2 paras X 2hrs X \$38.54 = \$308.32 Supervisor: 2 workshops X 1 AP X 2hrs X \$69.24 = \$276.96 Subtotal = \$1,379.44 _
Purchased services -High quality staff and curriculum development contracts.	\$0	N/A
Supplies and materials -Must be supplemental. - Additional curricula, instructional materials. -Must be clearly listed.	\$2,320.16	Teachers-Pay-Teachers instructional materials \$75 X 3 teachers = \$225.00 Positive Reinforcers (e.g., sensory/electronic toys, small rewards, etc.) = \$ 353.16 Laminating Rolls \$50 X 2 rolls = \$100.00 Velcro \$15 X 6 rolls = \$ 90.00 Printer Ink \$25 X 16 = \$400.00 Craft Materials Assorted = \$100.00 Lil Libros Multicultural Library Books (skills and stories) \$10 X 20 = \$200.00 Lil Libros Multicultural Library Books (skills and stories) \$16 X 12 = \$192.00 Interactive Board Games \$20 X 10 = \$200.00 Foundations Reading Kit \$460 X 1 = \$460.00
Educational Software (Object Code 199)	\$0	N/A
Travel	\$1,188.00	Metro Cards 9 Students X 12 Saturdays X \$5.50 (two-way) = \$594.00 9 Parents X 12 Saturdays X \$5.50 (two-way) = \$594.00
Other	\$0	N/A
TOTAL	\$18,682.00	Expenditures support direct instruction, professional development, parent engagement activities, and materials to support language/communication development.

Allocation Amount (\$):	\$18,682.00
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

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.
-