

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	01M140
School Name	P.S. 140 Nathan Straus
Principal	Melissa Rodriguez

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:	The Nathan Straus School
District Borough Number (DBN):	01M140
Grades Served:	Pre-Kindergarten to Grade 8
School Address:	123 Ridge Street NYC NY 10002
Phone Number:	212) 677-4680
Fax:	212-677-3907
School Contact Person:	Melissa Rodriguez
School Contact Person Email Address:	Mrodrig19@schools.nyc.gov
Principal:	Melissa Rodriguez

United Federation of Teachers (UFT) Chapter Leader:	Danielle Theodoroleas
Parents' Association President:	Trisha Vega
SLT Chairperson:	Debra Stern
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:	Educational Alliance
School-Based Students in Temporary Housing (STH) Liaison:	N/A

District Information

Geographic District:	01
Superintendent:	Carry Chan
Superintendent's Office Address:	PS 20M 166 Essex Street NYC NY 10002
Superintendent's Email Address:	cchan2@schools.nyc.gov
Phone Number:	212-353-2948
Fax:	212-677-3907

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	
Melissa Rodriguez	Principal or Designee*		
Danielle Theodoroleas	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Trisha Vega	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Maria Diaz	Title I Parent Advisory Council Chairperson (or alternate)		
Pending	Student Representative (Required for middle and high schools)		
Pending	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Carol Goldberg	Member/Teacher		
Laura Schaefer	Member/Teacher		
Debra Stern	Member/School Counselor		
Kristine Rodriguez	Member/Parent		
N/A	Member/		
N/A	Member/		
N/A	Member/		
N/A	Member/		
N/A	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good standing
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Provide your school’s mission statement:	PS/MS 140M is committed to creating a community of learners who have the accessibility and opportunity to develop their character and intellect through learning activities that encourages collaboration, inquiry and critical thinking. Learners will engage in real-world application of their understandings. We will be part of a respectful, inclusive learning environment, providing equity in our diverse learning community across all disciplines, making our students become leaders, change makers, active citizens and empowered members of our community.
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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>PS 140M is a pre-kindergarten - grade 8 community school located in the Lower East Side servicing approximately 370 students. The student demographics are as follows: Hispanic 85%, African American 14% and Other 1%. The school consists of general education, special education and multi-lingual learners (MLL) students. The school provides special education services in self-contained, integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS), English as a second language (ESL) and general education classes. Over the years, PS 140M has established collaborations with community-based and citywide partnerships with Educational Alliance, Teachers College Reading and Writing program, Marquise Studios, Trinity Church, Rosie's Broadway Kids and Artists Space. The programs bring much needed resources to the school by providing after school and school based services. The art programs augment the importance of the Arts in the school curriculum and the expansion of students' appreciation of the arts in their daily lives. All classrooms have Promethean or Smartboards, access to technology (devices, etc). The school houses a technology laboratory for use during the school day and a middle school science laboratory that provides service to students in grades 6-8. Students in grades K-5 are provided with science instruction in the schools' science cluster program. Both elementary and middle school follow the Amplify Science curriculum. Daily small group instruction and one-to-one conferences provide students with a variety of opportunities to work toward mastery of skills (priority standards). This enables teachers to differentiate instructions during the school day. The tone of the school building is reflective of the students' interest in learning and students have a voice in each classroom. Teachers have high expectations and allow students to take ownership and be reflective of their learning.</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-8	TC Units of study	
MATH	K-8	Envisions	
Science	K-8	Amplify Science	
Social Studies	K-8	Passport to Social Studies	

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)
Stick to grade level content and instructional rigor	26% proficient in State ELA 2019	Understanding priority standards
Identify and address gaps in learning through instruction	26% proficient in State ELA 2019	Improvement needed instructional core

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	30%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 30%, from 30% to 60%, as measured by Acadience or MAP screeners.
Students with Disabilities (SWD)	20%	By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will Increase 30% in proficiency, from 20% to 50%, as measured by NYS ELA exam.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
Acadience and MAP screeners	Acadience and MAP screener results	10% of students with disabilities will show improvement in meeting or exceeding reading standards	10% of students with disabilities will show improvement in meeting or exceeding reading grade level	30% of students with disabilities will show improvement in meeting or exceeding reading grade level	60% of students with disabilities will show improvement in meeting reading grade level standards
State ELA exam	Proficiency level in priority standards	Fountas and Pinnel reading assessment	30% at reading level		

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?)
09/14/2022	01/27/2023	Teachers will administer Acadience and MAP reading assessments to all students and monitor progress
09/14/2022	01/27/2023	Teachers will provide explicit targeted instruction based on students needs
09/09/2022	01/27/2023	Teachers will meet in cohorts (K-2, 3-5, 6-8) to evaluate student work and create small groups

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	06/26/2023	Teachers will administer Fountas and Pinnell reading assessments to all students and monitor progress
02/01/2023	06/26/2023	Teachers will provide explicit targeted instruction based on students needs
09/09/2022	06/24/2023	Teachers will meet in cohorts (K-2, 3-5, 6-8) to evaluate student work and create small groups

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/14/2022	06/26/2023	Monthly class visits	Educational Alliance
09/27/2022	06/24/2023	Parent workshops or group sessions	Educational Alliance

Human Resources	Teachers and administrators
Instructional Resources	TC curriculum and Fountas and Pinnell assessments - ELA digital platforms
Schedule Adjustments	Allocate time for small group targeted sessions
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Engaging student discussion around mathematical tasks focused on reasoning and problem solving	20% proficient in math state exams (2019)	Lack of opportunity for students to express their ideas and thinking or elaborating on their process
Identify and address gaps in learning through instruction	20% proficient in math state exams (2019)	Instructional core and alignment

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	at or above grade level	By June, 2023, Elementary/Middle School Math for All Students will Increase 25%, from at or above grade level to 50%, as measured by Acadience or MAP screeners.
Students with Disabilities (SWD)	15%	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 35%, from 15% to 50%, as measured by NYS Math exams.

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			
Acadience or MAP screeners	Acadience or MAP screeners results	10% of students with disabilities will show improvement in meeting math standards	10% of students with disabilities will show improvement in meeting math standards	30% of students with disabilities will show improvement in meeting or exceeding math grade level standards.	50% of students with disabilities will show improvement in meeting or exceeding math grade level standards.
Stars diagnostic assessment - screening report	scaled scores	Star math assessment	30% at or above grade level		

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?)
10/01/2022	01/22/2023	Teachers will administer STARS assessments to all students - quarterly and monitor progress
09/27/2022	01/29/2023	Teachers will provide explicit targeted instruction based on student needs
09/09/2022	01/29/2023	Teachers will meet in cohorts (K-2, 3-5 and 6-8) to evaluate student work and work with small groups

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	06/26/2023	Teachers will administer STARS assessments to all students - quarterly and monitor progress
02/01/2023	06/26/2023	Teachers will provide explicit targeted instruction based on students needs
02/01/2023	06/26/2023	Teachers will meet in cohorts (K-2, 3-5 and 6-8) to evaluate student work and work with small groups

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/14/2022	06/26/2023	Monthly Classroom visits	Ed Alliance
09/14/2022	06/24/2023	Parent Information Sessions/Group	Ed Alliance

Human Resources	Teachers/Administration
Instructional Resources	Envisions Math Curriculum - Digital platforms
Schedule Adjustments	Schedule small groups
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Parent engagement	Attendance PTA 2019	Scheduling

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	NYC school survey	By June, 2023, practices related to Classroom Behavior will improve 20%, from NYC school survey to 90%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

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			
NYC SCHOOL SURVEY	OORS reports	OORS reports	5% decrease infractions 3 or higher	10% decrease infractions 3 or higher	15% decrease infractions 3 or higher

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?)
09/13/2022	01/28/2023	Hope Committee will create project based learning activities quarterly
09/13/2022	01/28/2023	Students will participate in Restorative circles
09/13/2022	01/28/2023	Dean will provide mediation and conflict resolution strategies to targeted group

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/24/2023	Students will continue to participate in project based learning activities (mixed groups)
02/01/2023	06/24/2023	Students will participate in restorative circles
02/01/2023	06/24/2023	Dean will provide mediation and conflict resolution strategies to targeted group

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	Information sessions	Educational Alliance
09/13/2022	06/24/2023	SEL parent group sessions	Educational Alliance

Human Resources	Teachers, administrators and parents
Instructional Resources	Restorative Circles - Morningside
Schedule Adjustments	1st period SEL/morning session
Other Resources Needed	Digital platform

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Engage students in learning	Decrease in attendance (79% - ATS)	Instructional core
Attendance	Decrease in attendance (79%)	Parent Engagement

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	30%	By June, 2023, Chronic Absenteeism for All Students will Decrease 15%, from 30% to 15%, as measured by RACL.
Economically Disadvantaged (ED)	25%	By June, 2023, Chronic Absenteeism for Economically Disadvantaged (ED) will Decrease 15%, from 25% to 10%, as measured by RACL.

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			
RACL	Analyze student absences: RACL, 504 reports, parent contact	Attendance measures 80%	Students with more than 10 absences	Students with more than 5 absences	Students with more than 5 absences

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?)
09/13/2022	06/28/2023	Attendance tracker and CASS system will be used to monitor attendance
09/13/2022	01/28/2023	Attendance will be part of PPT agenda - determine needs of students
09/27/2022	06/28/2023	Meet with CBOs to provide additional support or incentives
09/14/2022	06/28/2023	Assign case managers by cohort and Attendance lead

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	06/26/2023	Attendance tracker and CASS system will be used to monitor attendance - share during attendance meetings
02/01/2023	06/26/2023	Attendance will be part of PPT meetings - continue to determine needs of students
02/01/2023	06/26/2023	Meet with CBOs to provide additional support
02/02/2023	06/26/2023	Monthly attendance meetings

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/14/2022	06/26/2023	Information sessions for targeted parents	Educational Alliance or Henry Street Mental Health Clinic
09/14/2022	06/26/2023	Monthly attendance assembly/incentives	Educational Alliance

Human Resources	Teachers and administrators
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
IEP Completion reports	5% out of compliance - SESIS 2021	Understanding of requirements

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	65	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment of IEPs across present level of performance (PLOP), goals and recommended programs/services and interventions by Increase 25, from 65% to 90%, as measured by SESIS IEP Completion 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)
		November 2022			
SEGIS IEP Completion report	Completion of IEP (meeting compliance)	Compliance reports indicate 90% or higher in meeting goal	80% of reports will be completed	90% of reports will be completed	100% of reports will be 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?)
09/13/2022	01/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	SBST will review program and service recommendations
09/13/2022	01/28/2023	Develop appropriately rigorous standards-aligned annual goals	Special Education Lead will provide professional development for teachers
09/13/2022	01/28/2023	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 Lead and administrator will provide professional development and feedback to teachers
09/13/2022	01/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Lead and administrator will provide professional development and feedback to teachers
01/13/2022	01/28/2023	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]	Special Education Lead and administrator will provide professional development and feedback to teachers
09/13/2022	01/28/2023	Conduct IEP meetings within specified compliance dates	Special Ed administrator will monitor compliance dates and completion
09/13/2022	01/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Special Ed administrator will monitor compliance dates and completion

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	IEP Meetings - parent voice	N/A
09/13/2022	06/11/2023	Information sessions	N/A

Human Resources	Teachers, Administrators, SBST
Instructional Resources	TC and Envisions curriculum
Schedule Adjustments	Schedule appointments for parent attendance
Other Resources Needed	Research based programs to improve academic achievement

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)
Instructional grouping (Tier 2)	Assessments (F&P / Star Math)	TC units/Envision math	Small group	Daily - during school day and after-school	YES
Instructional focus (Tier 2)	Less than 80% of student mastery	TC units/Envision math	Small group	Daily - during school day and afterschool	Yes
Scaffolding	Assessments (F & P/ Star math)	Intensive guided practice	Small group/ 1-1	Daily - during school day and after school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Behavioral expectations (Tier 2)	# of incidents in OORS	Provide more structured systems to reinforce and correct challenging behavior	Small group	During school day	No
Behavior modifications (Tier 2)	#of incidents in OORS or recommendation in PPT	Problem solving strategies	Small group	During school day	No
Behavior modifications (Tier 3)	# of incidents in OORS or recommendation/observation	Henry Street Mental Health Clinic	1-1 sessions	During school day - after school	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	87
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Describe the services you are planning to provide to the STH population.	At 01M140 we will provide students in temporary housing with transportation, school supplies, counseling or intervention services and tutoring.
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Expanded Learning Time (ELT) Support

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

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

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 140M, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>PS 140M will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 140M, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	01
Borough:	Manhattan
School Number:	PS 140

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	Melissa Rodriguez
Administrator	Ling Ling Chou
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Ming Liang
School Counselor	Debra Stern
Teacher/Subject Area	Laura Schaefer
Teacher/Subject Area	Carol Goldberg/ IEP
Parent	Trisha Torres
Parent Coordinator	Yesenia Feliciano
Related-Service Provider	Mary Mauero

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:	two
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]:	One
Number of certified ESOL teachers not currently teaching ENL:	none
Number of teachers who hold both content area/common branch and ESOL certification:	none
Number of ESOL certified teachers with a bilingual extension:	none

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	none
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	one
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	one

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]:	one
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D. Student Demographics

Total number of students at your school (excluding pre-K):	321
Total number of current ELLs at your school:	26
Total percentage (%) of current ELLs at your school:	8%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	0.31%

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	none																0
TBE	none																0
TBE	none																0
DL	none																0
DL	none																0
DL	none																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>The ENL program at PS 140 provides instruction in English. The instruction is taught through integrating reading and writing with content materials with language development, as well as language acquisition. The students are grouped heterogeneously across 2-grade levels in the elementary schools and group across two grade levels in the Middle School. The instruction is delivered by a certified ENL teacher. ENL teacher collaborates with the classroom teacher, and the middle school content area teachers to create curriculum plans that align with the Common Core Standards and the contents. In addition to servicing the students as a class, The ENL teacher also services newcomers with Entering and Emerging proficiency in a smaller setting to promote oral, listening, and speaking skills. The teacher is using a curriculum developed with the content area teachers where the ENL teacher teaches Social Studies, Science, and ELA through literacy using ENL strategies. Language development activities are built within every unit while the students are learning the contents and strategies/techniques to access the contents in the ENL program. The teachers are teaching Social Studies and Science through literacy where content area language and academic vocabulary are a focus in all grades. The students are required to complete writing performance tasks at the end of the unit and also a presentation to show mastering of content. The students are being grouped into mixed grades and mixed levels. There are 26 current students ranging from grades K-8 currently in attendance. The Ells attend all science and other programs with their classes during the day. The amount of mandated daily instruction is based on Entering (360 minutes of service per week), Emerging (360 minutes of service per week), Tra transitioning (180 minutes of service per week), and Expanding (180 minutes per week). Students are grouped by grade levels and proficiency. Also, the commanding students will also receive 90 minutes of support services per week in a small group setting. The program is organized by the student's proficiency level such as Entering and Emerging for 360 minutes of service where language development is built within the lessons, while the Transitional, Expanding level for 180 minutes of service, and 90 minutes for the Commanding students. Furthermore, the ENL students are challenged to meet or exceed the performance standards with content area project-themed units and writing performance tasks to be graded with rubrics. All instructions will be planned to support the four modalities. Instructions will be delivered through interactive sessions with multiple entries, as well as posting it in the google classroom for student access, with a prerecorded instructional video, visual, multimedia support, videos related to the content/topic of study, Google slides, interactive discussion boards, interactive PowerPoint, interactive whiteboard, flip grip, pear deck instructions with voice recording to support entering and emerging students. Teachers will also incorporate virtual field trips to help build background knowledge and use video and multimedia to promote inquiry. Lessons will include activities that promote Listening to and speaking using Flipgrid where students will get to record their answers using the Flipgrid. To promote reading and writing, students will participate in interactive activities through the Interactive Discussion Board and Interactive PowerPoint where students can type their answers to the class discussion and respond to their classmates' thinking. In addition, students will participate in analyzing complex texts where a read-aloud option is available to support learners of all levels. The students will be grouped across two levels and will be scheduled with the mandated s service minutes according to each proficiency level.</p>
<p>Integrated English as New Language (ENL)</p>	<p>The ENL teacher pushes into the core content classes. The students receive core content area instructions and English language development instruction from the ENL teacher in the content area classroom, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension. The students also have access to assistive technology as a support to be involved and participate in the classroom activities and assignments.</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>The school team reviews the results of the NYSITELL and NYSESLAT, along with the ENL schedule to assure that the mandated number of minutes is provided in explicit ENL, explicit ELA, and content-area instruction. The ENL students will be grouped by proficiency levels across two grades in one class. The ENL teacher will teach reading and writing through literacy, and science through literacy with language objectives for the ELL students included in the program. The teacher will provide multiple points of entry of differentiation to enrich the students' learning and bridge the gap in knowledge. Lessons will include interactive learning, hands-on activities, and visual, and anchor media to reach all students. The ENL teacher works collaboratively with the ELA teachers at the Middle School level as well as on the elementary level. The classroom teachers articulate with the ENL teachers and Plan interventions that will augment the literacy instruction provided in the classroom. Each classroom has supportive resources in the students' home language to support the newcomers, Entering, and Emergent students, and it is open access to all ENL students throughout the year. Students will be evaluated using multi-steps with pre and post-unit assessments to assess students. The assessment will also be available in the students' home language to assess understanding, as well as an academic vocabulary dictionary as support since we do not have a bilingual or a dual-language program. The teachers will teach each group according to the mandated minutes. Explicit ENL instructions are built-in as part of the lessons across the content areas. The instructional minutes are scheduled as mandated minutes for each proficiency level. It will follow the programmed mandated minutes for each proficiency level. We will use the results of the NYSESLAT of 2022. Lessons will include visuals, anchor charts, writing exemplars, videos, virtual field trips, differentiated organizers, pre-recorded support videos, Read aloud videos, live read-aloud in class, and videos from National Geographic are being incorporated into the lessons to promote inquiry and learning. To promote reading and writing, teachers will include multi-layer texts from NewsELA which the read-aloud option is available to support students of all proficiency levels.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Not applicable</p>
<p>In which language(s) is each core content area taught?</p>	<p>Not applicable</p>
<p>How is instruction designed to include both languages?</p>	<p>Not applicable</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>Not applicable</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>The composition of the ELL subgroups at PS 140 are Newcomers, Developing, SIFE, and Long term ELLs. PS 140 has 44% of Newcomer ELLs, 0.31% of former ELLs, 28% of Developing ELLs, and 28% of Long-term ELLs. Among the ELLs, there are 4 SIFEs, 16% and 36% (9) ELLs with IEP. The school supports the students through interactive learning, using multimedia to support academic learning and visual support for connection and language acquisition. Unlike the Developing and Long Term ELLs, Newcomers require a lot of interaction, and visual support to develop their social and academic language. For Newcomers with less than 3 years, we as a school act as a support system for these students. The rooms are labeled with pictures. The students are paired with reading and writing partners, participate in small group work, academic conversations among peers, and with modified assignments for independent learning. The teacher tailors the instruction to meet the students' needs during one-to-one teaching, model teaching, and guided practice. In addition, the teacher also creates a print-rich environment, a content vocabulary word wall with visuals, and provides opportunities to develop the Newcomers' content area vocabulary. As a school and in an individual classroom, the teachers conduct Social and Emotional Circle week to support the newcomers and to build a positive classroom learning environment. It provides opportunities for the newcomers to make new friends within the class as well as providing the opportunities to connect with the other students. To support the transitioning and expanding Newcomers, opportunities will be provided to work in groups, collaborative group work, problem-solving, and conduct the inquiry. For the Newcomers, the teachers use visuals, videos, virtual field trips, and National Geographic videos to promote learning. The teacher also uses differentiated text with a read-aloud option to support the students. The text materials are also available in the students' home language. The teacher creates vocabulary flashcards/interactive vocabulary with visuals. The teachers also use videos to motivate and bridge background knowledge when introducing the lessons and topics.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>PS 140 has 28% of Long-Term ELLs. The Long-Term ELLs need more support in academic language, guided reading, strategy lessons, and small group learning. The services designed for Long Term ELLs need to focus on their needs using their strength as support. Opportunities in working in groups are provided to develop their cognitive and metacognitive skills. Teachers form smaller groups based on their learning progress to differentiate instruction through guided reading and writing, as well as collaborative group activities to promote higher-order thinking using Jamboards and Padlet. These students are also part of the at-risk intervention program for at-risk support, one-to-one peer support, and study hall for continuous support during the school year in the content areas. During Blended - RemoteLearning, the teacher will use interactive PowerPoint, videos to accompany complex texts, and incorporate collaborative activities to promote higher-order thinking. The teacher includes interactive discussions using the Discussion board to promote higher-order thinking. Lessons are taught with modeling, higher-order thinking questions, discussion circles, and inquiry. Virtual field trips are incorporated into the lessons to promote inquiry, higher-order thinking, and questioning. The materials used to support the students will be interactive reading programs such as RAZ-Kids, Actively Learn, and NewsELA. To support the LTEs students' emotional needs, students will be actively involved with collaborative learning among peers in class and remotely, debate teams using interactive discussion boards, discussion groups, and Socratic seminars to promote the personal worth, as well as developing their different perspectives. The students will have the opportunities to use laptops and iPads to conduct research and problem solves in groups, and create possible solutions for real-world problems.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>There are only 0.31% of students are former ELLs. The school provides services to former ELLs in small groups. For the Former ELLs, students will receive 90 minutes per week for two years in a small group. The teacher will provide targeted language instructions and content-area development. All instructions will be delivered in English and delivered through an Integrated ENL in ELA/Content Area model by the ENL teacher. The ENL teacher will monitor and support the student's language development and academic progress to ensure the students' academic and linguistic needs of the Former ELLs are supported. The teacher will be making periodic measurements of the students' academic progress. The teacher will also provide individualized learning support based on the periodic measurement of the student's academic progress to ensure the effectiveness of the program. Services are provided in small groups during sessions. The teacher will provide integrated ENL instruction in a content area class (ELA, Science, or Social Studies), Lab period(s) with integrated ENL instruction. Student learning will be supported by videos, virtual field trips, pre-corded videos, and interactive discussions. The teacher supports the ELLs with additional ELA strategies such as context clues, cause and effect, and similes. At the end of the year, the teachers analyze students' achievement data (assessments and portfolio) to decide how to program each student next year.</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>When I look at the results of the New York State English as a Second Language Achievement Test (NYSESLA), the modalities that stand out are that students make progress in all modalities from one year to another. Some students make more progress in developing their oral language and listening comprehension, while others make progress in reading and writing modalities. The trends I noticed are that students improve quickly when it comes to social language. Students scored stronger in writing and listening modalities. The learning progress tends to dip in Speaking and Reading as the grades get higher. The strength for students in grade 3 is Listening, and for grade 6 is speaking. As for grade 7th, the strength is Listening, Reading, and Writing. The need to focus for grade 1 is Speaking, and for grade 6th is Writing. For the school year of 2021, 45% of the ELLs scored Expanding, 27% scored emerging, 18.18% scored Transitioning and 9% scored commanding.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The relationship between students' performance on the NYSESLAT and the other state assessments is that when the students perform better on the NYSESLAT, they make greater progress on ELA and Math. In comparison to the Math assessment, the ELLs scored lower across all learning progression. I noticed that when it comes to multi-step word problems, the students tend to process them as single-step word problems. The students often missed the information provided to get to the next steps. They missed reading it and misunderstood the questions.</p>

<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The trend I noticed about the at-risk levels of ELLs at PS 140 is that students who attend school on a regular basis perform better and build a stronger foundation. The cluster of at-risk students was clustered of students who received less than 5 years of service. The students who have excessive absences tend to be on the at-risk level. Excessive absences influence their achievement level.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home language of ELLs with the largest representation at PS 140 is Spanish. The school has a school team that works together to support the communication between parents and teachers in the parents' preferred language. All staff in the school speak more than one language. Teachers use communication apps such as Remind or Talking Point that allow the teachers to communicate directly with the parents in their preferred language. All messages get translated into Spanish and send directly to the parents' phone. The school also supports parents by making phone calls in the parents' preferred language. School fliers also send home in multiple languages to notify parents of all school events and calendar changes.</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 at PS 140 are African American, Asian, Caucasian, and Hispanic. The teachers work with their cohort of teachers in the planning of Culturally Responsive and Sustaining education by including materials that are culturally relevant to the students, multimedia resources, interactive activities, and the teacher uses Google Forms to allow the students to share their voices in the planning of each unit. Teachers collect resources based on the data from the student responses to plan and support the delivery of the CR-SE. The teachers use google Forms to support students' social-emotional needs and use those data to support planning and the delivery of instructions.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE are that the SIFE students are making more progress than the students with IEPs. There are more ELLs with IEP at Entering, Emerging, Transitioning, and Commanding levels than SIFE students. The results of these subgroups are impacted by their attendance. The trends show that the better the attendance the more progress the students make. The attendance and the family support also impact the results of these subgroups.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The M140 ILT considers students in the school's instructional design in multiple methods. The ILT observes and discusses the quality of the learning environment and curriculum. This includes learning activities that are engaging. Contextualizing learning by reflecting on students' cultural values and language. ILT also considers professional development to be provided to support in the content areas. The Equity Team works with the teachers in lesson planning and review resources to support the lessons. The team also works with teachers to review and revise their lesson plans to make it more engaging and challenging for the learners.</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>All instruction in the core content is delivered by the ENL teacher in the ENL program through a balanced approach to promote social development and academic learning. All instructions are taught in English. The teacher integrates science, social studies, and literacy units within the curriculum. Students are taught content-specific vocabulary. The teacher includes activities to promote English language proficiency and help develop content knowledge in Social Studies and Science. Activities such as Closed - Reading of complex text, Think-Pair-Share, Shared Reading, Socratic Seminars, Student -lead discussions to support students and help students build schema, build background knowledge to promote learning. The methods the teachers use to foster language development and meet the demand of the Next Generation Learning Standards are activities such as collaboration, discussion board, col la creative projects, and inquiry res each project. Support materials used to make content comprehensible are videos, photographs, historical documents, graphic organizers, anchor charts, partnerships, and Visual Thinking Strategies using primary sources to provide support within the classroom. The core content is delivered through in-class instruction using videos, recorded videos, targeted videos, interactive manipulatives, Read Aloud texts related to the content as well as differentiated levels of texts in the same content area to support students in different proficiency levels. The teacher also uses flip, Interactive whiteboard, Interactive PowerPoint, and Interactive Discussion Board to promote social and academic language development. The teacher uses Nearpod, Padlet, Jamboard, and Screencastify to promote participation where students can record their answers. The teacher uses support video to support students and to promote learning, inquiry and bridging the gap of knowledge. Google translate and virtual manipulatives are also being used to promote learning.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The instructional strategies the teachers use to foster the MLLs/ELLs and ELLs with IEPs in a general education classroom setting include, small group, material translation, graphic organizer, chunk the text, read aloud, vocabulary development, guided notes (English and Spanish), bridging the gap with videos and visual representation, and modeling as well as sentence starters to accelerate English language development. The teachers use assistive technology such as Ipad, laptops, and phones to access videos from youtube, NationalGgeography for documentary and science, Nearpod, Kahoot, Padlet, IXL to individualize learning, RAZ-KIDS to accelerate English language development. This facilitates student engagement and active learning to bridge the gaps of students with different needs. The instructional strategies are all individualized to meet the needs of the MLLs and ELLs with IEPs.</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>Students are able to achieve IEP goals and attain English language proficiency through our professional development with teachers to provide a variety of assessments and teaching methods to address their needs. Students are also identified by level to work in small groups.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>M140 uses IXL and Acadience math to support instructional planning. The teachers use the data from IXL and Star math to plan for intervention small group teaching.</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>The targeted intervention programs we have for ELLs in ELA are Just Word Program and Foundation Reading. AIS program supported by the ICT teacher in providing AIS service to the special needs ELL. As for Math, the teacher uses small groups during prep to teach the students. The other content area teachers also formed small groups to support students with needs. During the school year, teachers create a 1:1 explicit teaching, and small groups. Teachers will support the ELLs during 1:1 ELA and in Math. Teachers will model lives and use pre-recorded videos to model strategies to students. The intervention program the school will be using during remote learning is IXL(Math and ELA), RAZ-Kids, and Actively Learned to target individual need. The school also incorporates the foundational program such as JUST WORDS for Middle School at-risk groups, and FOUNDATION for Elementary Level classes to support literacy.</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>P.S. 140 follows the three-tiered model for Response to Intervention (RTI). Teachers create charts to keep track of Tier 1 services they provide to their students. Teachers keep track of behaviors ELL students may exhibit and discuss them with the coaches, the ENL teacher, and administrators to identify the needs of the students. Tier 1 instruction includes high-quality, research-based whole-class instruction, delivered by the classroom and intervention teacher, to meet the needs of 90% of the class. These differentiated lessons are delivered in small groups. The classroom teachers and the ENL teacher work together to analyze data from the evaluators and other assessments to create a plan that may include a 9-week cycle of Tier 2 support with regular progress monitoring. The ENL teacher utilizes Intervention programs such as IXL, and Learning A-Z to support and track the students' progress. NYSESLAT, NYS ELA, and MATH scores, Periodic Assessments designed by classroom teachers, and Guided Reading Running Records are used to provide intervention in a general education setting for students in P.S. 140 Manhattan. Teachers meet periodically to discuss student progress and modify approaches of instruction for students in need of interventions that will help augment their academic success, without having to refer students to the IEP Team for a special education referral. The school uses classroom data to guide instruction within the RTI framework. Small group for Tier2, individualize instruction for Tier 3 students, and whole-class instruction for Tier 1 students. The progress is being monitored by the ENL teacher, classroom teacher, IEP team, and school support team. The teachers form a 1:1 intervention group with Tier 3 students during class, a small group based on tiers 2 data, and a strategy group to target students' needs. Teachers model and teach the intervention groups daily via live sessions. Teachers teach close reading and guided reading during live sessions. Targeted intervention groups with an emphasis on the strategies with differentiated texts and tasks.</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>The formative assessments the school uses are Fountas and Pinnell I, TCRWP, teacher-created assessment, running record and reading record, and writing on-demand(pre, mid, and post), as well as the LAT results from 2022NYSESLAT and NYSITELL 2022 are being used to guide instructional planning for the ELLs due to Covid-19 pandemic interruption. The students will continue to receive pre and post-assessments with a rubric, and informative assessments for each unit. The teachers use the data from the pre, mid, and post-unit to inform their instructions and form small groups for targeted learning. The teachers use videos to support the ELLs to collect a more accurate set of data to guide instructional planning.</p>
<p>2. How do you ensure that MLLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We have only a freestanding ENL program at PS 140. However, home language support is available in the classroom and ENL class. Students' work will be used to evaluate the students' reading and writing ability for instructional purposes for all newcomers, developing, and transitioning ELLs. The teachers will use the data she collected from the students to plan and differentiate instruction according to individual needs and strengths. The teacher will create an academic portfolio for the students. The teacher will collect a variety of written pieces from the students and assess them on their progress throughout the year. Work written in their home languages will be reviewed by the teachers collaboratively to identify needs and growth and develop lessons with multiple entries to help strengthen the students' English skills. The Gen-ed teachers create assignments that are related to the content to test the students in their understanding of the content knowledge during each unit in multiple languages and steps. Each teacher and classroom have Pre unit, Mid-Unit, and Post unit assessments to evaluate the students' knowledge as well as in their home languages for the Newcomers, Entering, and Emergent students. Students are also given a baseline writing at the beginning of the year, and at the end of the year again to track progress. The MLLs/ ELLs will be evaluated appropriately in their home language. They will be given opportunities to converse in home languages, respond in home languages, present information in home languages, as well as respond in English when reading the text in the home language. Google Translate is also available for the students as support to promote learning and bridge the gap. The teacher uses Padlet to record students' answers and thinking as well as discussion to the essential questions. To promote participation, learning, and curiosity students can answer in their home language. Differentiated texts are also provided in different languages to promote learning and comprehension of content. Quizzes and unit tests are also provided in their home languages through Google forms to support the students. To assess the students properly, all tests and quizzes will be incorporating a mixed method where there will be short answers and multiple choices and visuals.</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>For the school year 2022-2023, the Summative assessments the school use are NYC performance Tasks, and unit baseline(at the beginning of each unit). The LAP team members use the examination results of NYSITELL of 2021-2022, NYSESLAT of 2021-2022, ELA of 2021-2022, Math of 2021-2022 due to Covid - 19 pandemic interruption, and Formal and Informal reading records to analyze the students' progress and needs. The school LAP team reviewed each set of subtest scores from the NYSESLAT of 2022, NYSITELL of 2022, and Interim assessment from last year for weaknesses and strengths before planning the schedules for the year. The teachers used the NYC performance tasks as a baseline by breaking down the task into smaller portions using Google Forms to collect the data from the individual students to analyze the students' progress and needs. The outcome assessment data we used to evaluate and inform our ELL programs' effectiveness are the students' progress toward achievement of proficiency for specific subgroups of ELLs in NYSESLAT, ELA, and MATH. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification. We also use the writing on demand, pre-unit, mid-unit, and post-unit assessments to track the students' learning progress. Furthermore, we use the data to (1) identify trends/pockets of success, and (2) investigate the instructional and programmatic differences between groups of students who consistently progress toward proficiency and those who do not. Best practices can be identified, documented, and shared across grades. During Remote Learning, data from teacher-created quizzes and unit tests, collected via Google Forms and Screencastify, and Padlet are being used to evaluate and inform students' progress and success in the ELL program.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT administration plan at PS 140 will be: The Elementary ENL teacher will administer and score the Speaking portion of the test to the MLLs and the Middle School ENL teacher will administer the speaking portion of the test to the ELLs. The ENL teachers will administer the Listening, Reading, and Writing portion of the test. The IEP teacher and other content area teachers who are not teaching the ELLs will score part of the writing portion of the test. The ENL teacher will continue to provide service to the ELLs and former ELL students during the testing period.</p>
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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>Teachers plan lessons with multiple entry points. Teachers provide multi-layering of content and texts with visuals and multimedia support. Students receive support from their peers (small group/collaborative). Teachers provide in-class interventions and scaffolding.</p>
<p>b. SIFE</p>	<p>The teachers use multi-layer texts and visuals to bridge the gap of knowledge and connect learned knowledge. The Teachers provide translations in content and texts. Students receive support from their peers (small group/collaborative). Teachers provide in-class interventions and scaffolding. In addition, there will be hands-on, partnership, and collaborative group work included daily to promote academic learning, and to bridge the gap of knowledge.</p>
<p>c. Newcomer</p>	<p>Teacher lesson plans with multiple entry points. Teachers provide translations in content and texts. The teacher uses multi-layer text with visuals. Students receive support from their peers (small group/collaborative). Teachers provide in-class interventions and scaffolding. In addition, there will be hands-on, partnership, and collaborative group work included daily to promote academic learning.</p>
<p>d. Developing</p>	<p>Teachers plan lessons with multiple entry points. Teachers provide multi-layer texts. Students receive support from their peers (small group/collaborative). Teachers provide in-class interventions and scaffolding. The teacher will conduct explicit strategy group support.</p>
<p>e. Long Term</p>	<p>Teachers plan lessons with multiple entry points. Teachers provide visual support for the complex texts. Students receive support from their peers (small group/collaborative). Teachers provide in-class interventions and scaffolding. The teacher will also conduct small strategy groups to provide explicit support for the Long Term ELLs.</p>

f. Former ELLs up to two years after exiting ELL status	Teachers plan lessons with multiple entry points. Teachers provide support in content with multi-layer texts and in multimedia. Students receive support from their peers (small group/collaborative). Teachers provide in-class support, one-to-one support and small group guided practice.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	The ENL program provides support to the MLLs by providing the MLLs with different resources such as bilingual dictionaries, videos, and vocabulary banks in the content area with visuals. The students will also have their individual word bank that contains content area words as well as sight words, and conversational sentence starters. The ENL teacher accepts writing from Newcomers in their home languages to assess their understanding of the topic taught, content knowledge, and strength of their home language. Using the data collected, the ENL teacher plans instructions based on the data to help students build a stronger foundation in the new language, and start building learning on their levels. The teacher also provides sentence starters, bilingual mentor texts, and student Exemplars to support the Newcomers, Entering, and Emergent students in making the transition using more English, and in expressing their ideas using more English while supporting them in their home languages. The teacher also conducts Shared Writing and Shared Reading weekly to support the students in transitioning to using more English. Furthermore, classroom discussion, peer discussion, and academic discussion are also built into the weekly lessons as a support system to practice using more English. During lessons, the google translate tool is available as a support tool for the students, teachers create interactive vocabulary flashcards to bridge the language gap and improve academic language, and use Padlet to allow students to record their answers to support student learning. The teacher also incorporates an interactive discussion board and interactive PowerPoint to promote collaborative discussion.
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?	The language electives offered to MLs/ELLs at PS 140 is Spanish. The students will continue to take Spanish each semester to build on their literacy in Spanish.

21st Century Adult Learning

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.	Professional learning at M140 is based on the needs of teachers/students and the analysis of data. Social-Emotional professional development has included the 5 components relevant to all students, including MLs/ELLs: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Academic professional learning has focused on mastery-based learning, providing students with I can statements and success criteria. This allows students different entry points and opportunities to reflect and assess their own work. Professional development has also included Ghouldy Mohammad's 5 Pursuits: identity, skills, intellect, criticality, and joy.
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).	ENL teacher participates in multiple professional development opportunities. Cohort meetings provide continued professional development on improving instructional core and implement school-wide priorities (mastery-based learning and research-based reading programs). ENL teacher has the opportunity to work with the ELA consultant.

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>Parents are invited to meetings with the parent coordinator and principal. Parents are engaged in PTA and SLT meetings supporting the decision-making process.</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>The ENL teachers at PS 140 schedule individual meetings before school, during her preps, and after school in September to discuss the goals of the program, language development progress from the NYSESLAT assessment, and proficiency results, as well as language development needs in all content areas. Individual meetings will be conducted throughout the year to keep parents inform of their children's progress during the school year. The ENL and content teachers also conduct phone call meetings for parents who are unable to leave their homes. The school makes provisions for parents by having interpreters present for translation for parents who speak another language. We have multilingual staff in languages such as Spanish, Russian, Mandarin, Cantonese, Italian, and French in the building. These meetings are additional meetings in addition to the mandated orientation and parent-teacher conference. During the school year, all mandated meetings will be held face to face. The ENL teachers will discuss the goals of the program, the language development progress, and language proficiency assessment results used from NYSESLAT 2022 due to Covid 19 pandemic. When school opens, in-person one-to-one meetings will also be available to parents. The ENL teacher will send an email of the acknowledgment of the meeting and the continuation/Entitlement letters to the parents. The ENL teacher will use a Google Form to capture the meeting attendance. The ENL teacher will interview the parents and students. The teacher will send a letter of knowledge of the meeting via email. The parents will be required to return with an acknowledgment of the meeting. All letters and acknowledge will be kept in the folder.</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>Once a month, our students become the teacher across grade levels. They showcase their work to other grades. They also become teachers to the lower grade students. Our school also has reading buddies across the grade levels to promote leadership, Joy of reading, Identity, self-agency, and criticality.</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>Every June, the ENL teacher, and the sixth-grade teachers host an incoming student orientation for the sixth graders. The ENL teacher and the classroom teachers from K - 8 also have meetings with the incoming ELLs and tours for the school. The parents and students are invited into the classroom to watch the lessons and students involves in-class activities. The school also offer student-led school tour throughout the school year. The parents and new students also get to view videos of school activities of the former and current students. The teachers design student-led d group activities with the current six-grade students to foster interactions with the newly enrolled students. During Remote Learning, the sixth-grade teachers and the ENL teachers hosted Meet and Greet sessions using Google Lives for the incoming sixth graders and their parents. The former sixth graders present to the incoming sixth graders about setting goals and expectations. The school staff involved in these activities include the school counselor, parent coordinator, ENL teacher, the Art teacher, the Math teacher, and the parent volunteers. During the school tour, the parents and the new students get to see how learning takes place in different settings. The parents and students get to ask questions and view the students' published work. They also get to speak to the teachers about student needs and learning styles.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The titles of the members of the identification team at PS 140 are the administrator, the IEP teacher, the ENL teacher, and the Spanish teacher. The individuals who are responsible for this process are Ling Ling Chou(administrator), Carol Goldberg((teacher), Jose Paulino(teacher), and Ming Liang(teacher). The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). step 1: 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. Step 2: An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. A. If the student has been in NYS public schools within the past 2 years, our school contacts the previous school to obtain ELL status relevant assessment scores and proficiency level. b. If the student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. Step 2: Eligibility for the NYSITELL is determined and parents will be notified in their preferred languages. Step 3:a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. Step 4: The student is administered the NYSITELL if eligible. Step 5: Parent notification letters are sent to the parent in the parent's preferred language. The parent has been notified of their child's ELL status and results of the NYSITELL. Step 6: If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. Step 7: The students with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>. Step 8: If the student is an ELL, the parent is invited to the New ELL Parent Orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ENL 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 ENL programs; translation and interpretation services are provided throughout the meeting. Step 9: If the ENL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with the DOE transfer policies. Step 10: If the ELL selects to remain in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ENL program of choice. Step 11: Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). Step 12: If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. Step 13: Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation,

parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Yolanda	Saldana	Parent Coordinator	2022	yes	Yolanda Saldana
Ming	Liang	ENL teacher	2022	yes	Yolanda Saldana

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
Mandarin	2	0.54	1	0.55
Spanish	60	16.13	60	16.39
English	308	82.80	302	81.34
Vietnamese	1	0.27	1	0.27

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
Cantonese	2	2
Mandarin	2	2
Spanish	10	10
German	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>The methodologies used in PS 140 to assess language preferences are oral interview, HLS, data generated from ATS, and data on Emergency Blue Cards. PS 140 utilizes the HLIS to identify the language preference of newly enrolled students. Furthermore, at the start of the school year, we collect parents' preferred languages from the student emergency contact cards (blue cards), and the RADL is downloaded to create a parent's preferred language report.</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.
Parent Teacher Conference Letter	Every marking period	The translation for the Parent-Teacher Conference Letters will be translated within the school by the multi-lingual staff. We will also be utilizing the central translation service from the Translation and Interpretation Unit, as well as the translated documents that are available from the Infohub.
Monthly Calendar	Monthly	The monthly calendar will be translated on site. We will also be utilizing the central translation service from the Translation and Interpretation Unit to help with translation for la languages that are not available on site. We will be using the letters from the Infohub.
Monthly Newsletter	Monthly	The Monthly Newsletter will be translated by a staff in-house. We will also be utilizing the translation service from the Translation and Interpretation Unit.
Home Connection Letter	Monthly	The Home - Connection Letter will be translated by staff in-house as well as using the service from the Translation and Interpretation Unit.
Monthly calendar	Monthly	The Monthly calendar will be translated into Spanish by our multilingual staff.

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-Teacher Conference	Every Marking Period	Interpreters on school grades will be provided to parents during the meeting by staff who speaks the parents' preferred language. In the event that we are lack of specific language service, we will call over the phone interpretation service, Linguistica. We will also use the resources from the DOE info hub.
Parent Orientation	Every September and June	Interpreters will be available for individual translation in the parents' preferred languages. In the event that we are lacking a language service, we will use the free over-the-phone interpretation service, Linguistica.
Curriculum Night	September	On-site interpretation, and free over-the-phone interpretation service, Linguistica.
Graduation Requirement Orientation for Parents	September and May	Interpretation will be provided by our Multi-lingual staff. We will use the free over-the-phone interpretation service, Linguistica for additional language service that is not available on site.
Phone Policy	September	On-site interpretation, and free over-the-phone interpretation service, Linguistica.

<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>The school strategy of communication we used to reach the multilingual families in the event of a school emergency is phone calls by the classroom teachers and paraprofessionals, parent coordinator, school principal, school aids, the ELL specialist, and school secretary. We have bilingual speakers on staff to provide this outreach to parents. We also use the over-the-phone interpretation service for languages not spoken by our multi-lingual staff. We use the services to reach the parents of Indonesia n, Bengali, and Arabic families in the event of a school-wide emergency. We conduct phone calls as well as send letters home to parents in their preferred la language. Furthermore, during a school-wide emergency, our school will also send out an automated phone call via phone messenger which provides information in parents' preferred languages.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>The school strategy of communication we used to reach the multilingual families for a student-specific event is phone calls by the classroom teachers and paraprofessionals, parent coordinator, school principal, school aids, the ELL specialist, and school secretary. We have bilingual speakers on staff to provide this outreach to parents. We also use the over-the-phone interpretation service for languages not spoken by our multi-lingual staff. We use the services to reach the parents of Vietnamese and Wolof families in the event of a student-specific event.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent has an emergency and needs to contact the school, the parent can send text via the programs Remind or Talking Point, even by emails to the teachers and the principal as well as the parent-coordinator in their home languages or prefer language. The Remind and Talking Point allow the parents to communicate with the school using their preferred languages. Our school uses the Parent-Teacher communication Apps to keep in contact on a daily basis. If the parents do not accept their invitation to join the communication program, they can text the teacher from their phone or call the school directly.</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	It will be distributed to staff by email and review during staff conference. Also, it will be posted in the School team Google Classroom.
Over-the-Phone Interpretation Desk Aid	The list will be distributed by staff email and a copy will be posted in the teacher's lounge.
Language Access Handbook	It will be distributed to staff by email during training.
T&I Unit InfoHub Link	It will be distributed by staff email and review during conferences

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).	The school will ensure that all staff members are aware of the goal of Chancellor's Regulation A-663 by conducting faculty conferences throughout the year to keep them up-to-date. Resources will be distributed during these meetings and reviewed as a team. Resources we have in the building are: over-the-phone interpretation provider, Linguistica; a list of staff who speak different languages, school events; conference-related documents translated into different languages; school handbooks and policy will also be provided in multiple languages. The policy and handbook will also be posted in the school team's google classroom for easy access.
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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>It is the intent of P.S. 140M to provide the needed translation and interpretation services to parents to enable them to be fully engaged and play an active role in the education of their children. The Principal's office creates Welcome Posters in multi-languages. The school also downloads the parental guides in multi-languages from the D.O.E website and duplicates them for distribution to parents. Extra copies are also placed at the reception area visible to the parents as they enter the main office for inquiry. The main office staff, the nurse e, the classroom teachers a and the ELL specialist also are available to provide services to parents who need assistance in translation and interpretation services. All New York City Department of Education materials which include documents, posters, and other materials which have been translated are posted and disseminated to parents if needed. All notification documents can be found at the Translation and Interpretation Unit's Infohub site: https://infohub.nyced.org/in-our-schools/translations/language-resources We will also use the Linguistica service to communicate with parents who have specified oral communication in a language that is not available on site. The school also sends out an early request for letters and document translation for languages that are not spoken by the multilingual staff in the building to be disseminated to parents.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>The school will provide the parents the opportunities to provide feedback on the quality and availability of services through parental surveys, PTA meetings, phone calls, communication between parents and parents' coordinator, as well as communication between parents and teachers by letters. We will provide multi-lingual surveys to parents to better communicate with the parents. We will also conduct face-to-face meetings to better communicate with the parents and gather feedback from the parents. We will use the translated parent surveys that are available on the Infohub page. The PTA conduct parents' workshop to keep parents updated on changes, notices, events, and post information on the Parent's Notice Board in the lobby in multi-languages, as well as emails in parents' preferred language and phone calls to inform parents in their preferred language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>The school collected the feedback from the parents and distributed the data to the staff. The school is implementing the feedback from the parents from surveys and google forms to improve communications and language services at PS 140. The surveys and google forms are making communication more efficient between school staff and parents. The school staff is communicating and getting better results from the parents. The feedback from the parents is that they feel supported socially and emotionally by the school because they are being well informed of all the events, school activities and student needs at the school. They feel that they are well informed and be involved more with the school and be more supportive at home. For next year, we will continue to communicate with the parents using multi-lingual surveys and google forms to communicate with parents throughout the school year to stay in contact with the parents. A review of the ethnic data provided by the NYCDOE generated the needed information on the written and oral interpretation needs of students and parents in P.S. 140M. An effort has been made to provide translation and interpretation services to parents. The multilingual in-house staff has been assigned to translate letters, notices and programmatic information deemed necessary for parental edification. Multilingual staff also assist in making phone calls to parents based on parental preferences in Spanish, Chinese, and Vietnamese. We also use the service from Linguistica for language service that is not available on-site as well as use the translated documents from the Translation and Interpretation Unit's Infohub page.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	Areas of Concentration: Equity Framework, Assessments and data collection, Problem of Practice/Theory of Action
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Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	Parent involvement activities, family interviews, curriculum
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	287,316	x	
Title I, School Improvement 1003(a)	Federal	287,316	x	
Title II, Part A	Federal	16,540	x	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Title IV, Part A	Federal	5887	x	
Tax Levy (Fair Student Funding)	Local	3057845	x	

Explanation/Background

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

resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

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Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
TBD - upon final selection	TBD - upon final selection	TBD - upon final selection	TBD - upon final selection

Implementation of Community School Core Features & Components

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

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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