

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M177
School Name	Yorkville East Middle School
Principal	Christina Riggio

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

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The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
 - How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
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- **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:	Yorkville East Middle School
District Borough Number (DBN):	02M177
Grades Served:	6, 7, 8
School Address:	1458 York Avenue, New York, NY 10075
Phone Number:	917-432-5413
Fax:	(917) 432-5418
School Contact Person:	Iris Morales
School Contact Person Email Address:	Jwilliams@ms177.org
Principal:	Christina Riggio

United Federation of Teachers (UFT) Chapter Leader:	Whitney Goldstein
Parents' Association President:	Meg Johnson
SLT Chairperson:	Kaena Clark
Title I Parent Advisory Council Chairperson (PAC):	NA
Student Representative(s) Middle /High School:	NA
Student Representative(s) Middle /High School:	NA
Community Based Organization (CBO) Representative:	Jesse Igbokwe
School-Based Students in Temporary Housing (STH) Liaison:	Iris Morales

District Information

Geographic District:	02
Superintendent:	Kelly McGuire
Superintendent's Office Address:	333 Seventh Avenue, 8 th Floor, New York, NY 10001
Superintendent's Email Address:	KMcguire@schools.nyc.gov
Phone Number:	212-356-3739
Fax:	NA

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
Christina Riggio	Position / Constituent Group: Administration	
Matthew Chook	Position / Constituent Group: Parent	
Keely Zaiantz	Position / Constituent Group: Teacher	

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
Christina Riggio	Position / Constituent Group: Administration	
Matthew Chook	Position / Constituent Group: Parent	
Keely Zaiantz	Position / Constituent Group: Teacher	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
Provide your school's mission statement:	MS177 prepares students to be critical thinkers, effective problem solvers and powerful communicators in a rapidly changing 21st century world. We engage students in an education that broadens and deepens their understanding of the world around them in both the social and physical sciences. By embracing academic voice, student voice, collaboration, self-direction, and empathy, our students will have the confidence, tenacity and skills for success.
Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Our school is made up of a diverse community of learners, both in terms of socio-economic status and academic achievement. Our student population is 53% male and 47% female. Our families identify as 55% White, 18% Latino, 10% Asian, 9% African American, 3% Multi-racial, 1% Native Hawaiian or Pacific Islander, and 4% other. Our student body speaks 17 different home languages. We embrace a holistic approach to education, ensuring our students are supported academically, socially and emotionally. Students engage in collaborative group work in addition to individualized support during core academic classes, enrichment classes, and advisory periods. In order to best support all learners, we have emphasized an individualized approach to instruction in which teachers utilize flexible grouping, frequent formative assessments, station work, and differentiation so that all students are continuously challenged at their level. Our small learning community allows teachers to focus on knowing their children and to plan strategically for their students. In addition to the strategic planning and station work, we utilize within the core content areas, 3 days per week we offer an enrichment, extension, and intervention period called Cerebral Diversity. During this period, students engage in Math Counts (in which students tackle advanced mathematical material), Math Games (remediation and intervention supports through applied mathematics), Creative Writing, Research Seminar, Urban Planning, Debate, Latin American Cultural Studies, and a variety of other courses that change quarterly in response to our students' needs and interests.

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	6-8	Teachers College Reading and Writing Program	
Math	6-7	Illustrative Mathematics	Accelerated IM
Algebra I	8	New Visions Algebra I Curriculum	

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)
Reading Fluency	Running Record Data 2021-22	Remote Learning
Reading Comprehension	Running Record Data and MapGrowth Data 2021-2022	Remote Learning
Increase Reading Stamina	Reading Trackers and Curriculum Maps	Remote Learning

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	54%	By June, 2023, All Middle School Students will Increase their reading proficiency 6%, from 54% to 60%, as measured by Map Growth Scores of "at or above grade level".
English Language Learners	17%	By June 2023, Middle School ELA proficiency for English Language Learners will Increase 33%, from 17% to 50%, as measured by Map Growth Reading Screeners.
Students with Disabilities (SWD)	33%	By June, 2023, Middle School ELA proficiency for Students with Disabilities (SWD) will Increase 7%, from 33% to 40%, as measured by Map Growth Reading Screeners.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Map Growth	students scoring at or above grade level	54%	54% of students are on grade level.	58% of students on grade level	60% of students on grade level
Map Growth Scores	at or above grade level	33% of students are on grade level in the 6th, 7th, and 8th Grades	33%	40%	50%
Map Growth Screeners	proficiency rate	33%	33%	37%	40%

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?)
06/13/2022	09/24/2022	Teacher will receive ongoing professional development support from our TC Staff Developer, including to implement Kilpatrick's work into Reading Workshop lessons
09/13/2021	06/24/2022	Teachers will ensure all students have access to digital and hard copy libraries and develop methods to track their reading
09/08/2022	06/24/2023	Teachers will pull focused small groups to target individual reading skills and track data for Kilpatrick's work through Running Records, Map Growth data and the number of books completed for each student

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	06/27/2023	Teacher will receive ongoing professional development support from our TC Staff Developer, delving further into small group work focusing on reading goals
02/01/2023	06/24/2023	Teachers will ensure all students have access to digital and hard copy libraries and develop methods to track their reading. Walkthroughs will target whether students are matched to appropriate leveled books.
02/01/2021	06/24/2023	Teachers will pull focused small groups to target individual reading skills

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)
09/08/2022	10/15/2022	Curriculum Overview	Teachers College
10/17/2022	06/18/2023	ELA Workshops	Teachers College

Human Resources	ELA and Special Education Teachers
Instructional Resources	Teachers College Reading and Writing Curriculum
Schedule Adjustments	Common Planning Time and Data Meetings
Other Resources Needed	TC Staff Developer

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)
Focusing integrating Illustrative Math Curriculum into grades 6 and 7	Map Growth 2022; Advance Data	Remote Learning and non-attendance during small group time
Meeting ELL students' language needs in math	ELL Data; MapGrowth Assessments	Shifting numbers of newly arrived ELL students
Meeting SWD students' language needs in Math	SE SIS Data; Map Growth Data	Shifting number of Students with Disabilities with language support needs

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	56%	By July, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 56% to 61, as measured by Map Growth scores of "at or above grade level".
Students with Disabilities (SWD)	40	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 10%, from 40 to 50%, as measured by proficiency rate on Map Growth Screener Assessments.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Map Growth	Map Growth scores for at or above grade level	56% of students are meeting	56%	59%	61%
Map Growth Screener Assessment	proficiency rate	40%	40%	45%	50%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/06/2022	01/31/2023	Math team will study Illustrative Mathematics Curriculum and understand its implementation
09/06/2022	06/27/2023	Teachers will plan strategic small groups around language protocols
10/18/2022	06/17/2023	Struggling students will take part in Cerebral Diversity classes

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?)
09/06/2022	06/24/2023	Teachers will plan strategic small groups based on the Illustrative Mathematics Curriculum
02/18/2023	06/17/2023	Teachers will integrate language protocols into lessons and conduct data analysis of questions after exams
06/15/2023	06/28/2023	Review final data, create plans and communicate those plans to next year's teachers

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/06/2022	10/15/2022	Curriculum Overview	NA
10/18/2022	03/18/2023	Parent Math Workshop	Metamorphosis PD

Human Resources	Math and Special Education Teachers
Instructional Resources	Math Talk/Data Wise
Schedule Adjustments	Common Planning Time and Data Meetings
Other Resources Needed	School partner for instructional walks

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)
We will advance racial equity and social change in District Two schools through social-emotional learning.	District-wide data	Onboarding new staff members throughout the pandemic
Consistent management practices	Advance Data	Onboarding new staff members
Behavioral Plans for Tier II students	Behavioral Plan Intervention Tracker	Additional managements strategies needed

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	35%	By June, 2023, practices related to Classroom Behavior will improve 5%, from 35% to 40%, 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)
		NYC Schools Survey 2022			
NYC Schools Survey	Classroom Behavior	35%	35%	37%	40%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/06/2022	09/30/2022	Staff training and professional development on de-escalation and the creation of individualized equity goals
09/06/2022	06/27/2023	Monthly Equity Team Meetings and Whole Staff Equity Meetings
01/03/2023	02/28/2023	Review of OORS Data and SOHO data to review our own strategies and measure effectiveness of interventions

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	Monthly Equity Team Meetings and Whole Staff Equity Meetings
03/20/2023	04/08/2023	Review of OORS Data and SOHO data to review our own strategies and measure effectiveness of interventions
06/13/2022	06/27/2023	Review end of the year data, reflect, and create action plan moving forward

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/06/2022	10/15/2022	Parent Workshop	Creating a supportive home environment with high expectations
10/18/2022	06/27/2023	Parent Workshop	Supporting your teen in times of need

Human Resources	counselors and social worker; Equity Team
Instructional Resources	Data Wise
Schedule Adjustments	NA
Other Resources Needed	NA

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)
Identify students who need extra support	Reading and Math scores from Map Growth	Interrupted education due to pandemic
Conduct parent outreach in a timely manner	SE SIS	NA
Complete Progress Reports in timely manner	SE SIS	Clear Communication

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)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve timely progress monitoring of IEP goals by an Increase of 40, from 50% to 90%, as measured by Progress of Annual Measurable Goals Report- SESIS.
SWDs	21	By June, 2023, to strengthen the quality and implementation of IEPs for SWDs, we will improve ELA supports and programs for Recommended Programs and Services by Decreasing the number of students scoring "low" on Map Growth Reading screeners by 5, from 21% to 16%, as measured by Map Growth Reading Reports.
SWDs	71	By June, 2023, to strengthen the quality and implementation of IEPs for SWDs, we will improve Disproportionate suspensions by a Decrease of 11, from 71% to 60%, as measured by OORS- SOHO data.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/25/2022			
SEIS Reports	Submission dates	50%	90%	90%	90%
Map Growth Reading Reports	Screener Data	21%	21%	18%	16%
OORS SOHO Data	Number of Suspensions	71%	50%	60%	60%

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?)
08/29/2022	10/15/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	IEP team analysis of IEP placement
10/17/2022	06/16/2023	Develop appropriately rigorous standards-aligned annual goals	IEP team analysis of individual student goals
10/17/2022	06/27/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP analysis of progress monitoring
09/13/2022	06/24/2023	Ensure that programs and services mandated on each student's IEP are delivered	Administrators work with service providers to ensure first attends
10/15/2022	06/27/2023	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]	School counselors will create transition plans for all students
09/06/2022	10/15/2022	Conduct IEP meetings within specified compliance dates	create a school wide spreadsheet and tracker
09/13/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Utilize student data and teacher reports to analyze referrals

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/06/2022	09/30/2022	Parent Phone Calls to all SWDs	NA
09/13/2022	01/31/2023	Parent Workshop	NA

Human Resources	Special Education Teachers, IEP teacher
Instructional Resources	Running Records, Map Growth Data, Data Trackers, Data Wise, Referrals
Schedule Adjustments	IEP meetings
Other Resources Needed	NA

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)
Orton Gillingham based program	Students struggling with basic reading skills	Wilson	Small Group	During School	No
Hochman Writing Intervention	Students struggling with basic sentence and paragraph structure	Hochman	Small Group	During School	No
Math Support	Students struggling with Algebra	Tutoring Program	Tutoring	After-School	Zoom

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)
Social Skills Groups	Students struggling with peer interactions	Internally-created program	Small Group	During School	No
At-Risk Counseling	Students struggling social-emotionally	counseling	Individual	During school	No
Tier 2 Restorative Circles	Students in conflict	Restore 360	Small group	During School	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>7</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>In the beginning of the year, our counselors reach out to our families of STH in order to hear from them what their needs are. We then prioritize these needs accordingly.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

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

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

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	02
Borough:	Manhattan
School Number:	177

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	Christina Riggio
Assistant Principal	Leslie Profeta
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Shannon O'Grady
School Counselor	
Teacher/ELA/ENL	Kiran Adams
Teacher/Subject Area	
Parent	
Parent Coordinator	Julie Williams
Related-Service Provider/ Speech	Donna Cafasso

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	227
Total number of current ELLs at your school:	5
Total percentage (%) of current ELLs at your school:	2.1%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	1%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	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>At our school, we use the SIOP model to deliver ENL instruction in English. The content area instruction is delivered to allow multiple points of access to the content through text, visuals, scaffolded supports and talk. Rather than providing modified content, we enhance content. Students are exposed to concepts through multiple modalities. Students are provided with explicit instruction in how to develop an argument to support their ideas using text evidence. This protocol is repeated throughout the content areas to provide consistent strategies and repeated practice. The ENL teacher provides content area support in the ENL program by utilizing station work focused on a different content area each week. This allows students to build background understanding across content areas, further strengthening the acquisition of the subject matter. Throughout our content areas, ELLs are provided with language supports such as sentence starters and direct teacher feedback. Students also use native language support such as text in their native language, connection of content area vocabulary to native vocabulary, and conversations in native language to prepare to discuss in English. We use the SIOP model to deliver instruction.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our Integrated ENL classes are taught by a teacher who is dually certified in their content area (Common Branch or ELA) and TESOL. ELLs are placed in heterogeneous groups of students with different language abilities and collaborate with one another on different learning activities. During this time, the teacher rotates around the room visiting every group to focus on language instruction, differentiation, and making the language accessible to ELLs. The teacher also works with students to facilitate communication among students so that the interactions between students lead to deeper understanding. The teacher also reinforces concepts and skills required by the activity at hand. The ENL teacher collaborates with all content-area teachers, so that all students receive the differentiation needed and so that best ELL practices are incorporated in content lessons throughout the day, not just in their integrated ENL classes.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>To ensure that ELLs are receiving their mandated number of instructional minutes according to their proficiency level, the school first identifies their current proficiency level based on their most recent NYSESLAT score and then references Commissioner's Regulations Part 154 to schedule student services. The following is a list of mandated minutes per service and subject according to proficiency levels. Entering: 180 minutes of standalone, 180 minutes of integrated ELA Emerging: 180 minutes of standalone, 180 minutes of integrated ELA Transitioning: 90 minutes of standalone, 180 minutes of integrated ELA Expanding: 180 minutes of integrated ELA Commanding: 90 minutes of integrated ELA</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Seventy-five percent of our ELLs and former ELLs are Newcomers, and none of these are SIFE. Depending on their prior year's NYSESLAT results, many of these Newcomers are programmed into stand-alone ENL classes as part of their schedule. These stand-alone classes are very small, allowing the teacher to respond directly to the academic, social, and linguistic needs of the students. For example, an entering Newcomer might need more explicit instruction and practice in Tier I vocabulary and Basic Interpersonal Communication Skills (BICS), in addition to the instruction focused on Cognitive Academic Language Proficiency (CALP) and Tier II-III vocabulary needed by developing ELLs. Home language supports, schema-building, and connections to students' culture and prior experiences are even more vital for Newcomers, and the ENL teacher collaborates closely with content teachers to ensure that these students are receiving these supports not only in their ENL classes, but throughout the day.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	During the 2021-2022 school year, one ELL was a Long-Term ELL (20% of total ELLs). Like all ELLs, Long-Term ELLs (LTELLs) are programmed according to the needs indicated by their most recent NYSESLAT data. Most LTELLs are "Expanding," with high scores in Speaking, but have difficulty passing the Reading and Writing sections of the NYSESLAT. At the middle-school level, they end up being programmed for integrated ENL services. Long-Term ELLs need far less support than Newcomers with social language, but continue to need support with academic language. All teachers allow and provide home language supports to enable students to use their full linguistic repertoire, and all work to help LTELLs develop their academic language skills. Like Newcomers and developing ELLs, LTELLs also benefit from attention to schema-building and home culture connections. The ENL teachers collaborate with content teachers to ensure that supports such as front-loaded vocabulary, sentence stems, targeted and rich writing feedback, and opportunities to develop ideas collaboratively by speaking with peers are consistently used across content areas. This ensures that instruction both capitalizes on their strengths (a full and flexible linguistic repertoire, with strong social language skills) and supports their areas of need, helping them develop the Tier II and III vocabulary and academic language structures that will help them succeed and progress.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	We have 3 former ELLs at our school (1.3% of total students). Depending on their grade level, former ELLs are programmed into integrated ELA/ENL classes with a dually-certified teacher, or an ENL teacher pushes into content classes and collaborates with their content teachers. The ENL teacher monitors their language progress, provides targeted supports, and collaborates with content area teachers to ensure that best practices for teaching MLLs are followed across content areas.
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?	The low number of ELLs at our school makes it difficult to observe trends, but looking at the Spring 2021 NYSESLAT results of students currently enrolled at our school, we can see that many students performed at the "High" level in "Speaking," while only one student performed at the "high" level in "Writing." This indicates that even those students who passed with an overall score of "Commanding" continue to need support in their writing.

<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>Students with expanding or commanding proficiency levels tend to perform well on these state exams. Although these examinations are meant to measure specific content standards, they are language based exams. Students at higher levels of English language proficiency are able to understand what is being asked and perform accordingly.</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>While there are no at-risk ELLs at our school, and for the most part our ELLs have very good attendance, there is one Long-Term ELL whose attendance has become an issue. We have noticed that this is impacting the student's ability to progress both in language development and in mastery of academic content. We are working closely with the family to develop and implement a plan to improve the consistency of this student's attendance.</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>There is no large population of ELLs that represents one specific home language. In recent years at our school, the ELLs have spoken Hebrew, Italian, Spanish, Ukrainian, Japanese, Wolof, and Mandarin. All students are encouraged to preview material and concepts in their home language before viewing and later reviewing it.</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>In recent years, the ethnic classification of ELLs have been: Israeli, Albanian, Venezuelan, Ukrainian, Japanese and Chinese. Teachers are committed to understanding the role of these cultures in education as well as in current events. We see student experience and culture as an asset to learning. Through multiple perspectives, discussions and student interactions, all students benefit from constructing meaning together and gaining new and critical ways of thinking.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We have no ELLs with SIFE status, and one with an IEP. The ELL with an IEP is also our only LTELL, who tested at the "High" level in "Speaking," but not in any other modality. The student's learning disability is impacting their ability to progress in reading, writing, and listening, and additional services (such as speech) have been added to the IEP this year. The ENL teacher has been collaborating with the special education teacher and the speech teacher to ensure coordination of approaches and services.</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>Our school's Instructional Leadership Team consider ELLs in the school's instructional design by helping teachers incorporate the SIOP model to their regular content instruction. By incorporating the SIOP model, teachers have proactively built into their instruction the support that ELLs need during content area classes.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>At our school, we use the SIOP model to deliver ENL instruction in English. The content area instruction is delivered to allow multiple points of access to the content through text, visuals, scaffolded supports and talk. Rather than providing modified content, we enhance content. Students are exposed to concepts through multiple modalities. Students are provided with explicit instruction in how to develop an argument to support their ideas using text evidence. This protocol is repeated throughout the content areas to provide consistent strategies and repeated practice. The ENL teacher provides content area support in the ENL program by utilizing station work focused on a different content area each week. This allows students to build background understanding across content areas, further strengthening the acquisition of the subject matter. Throughout our content areas, ELLs are provided with language supports such as sentence starters and direct teacher feedback. Students also use native language support such as text in their native language, connection of content area vocabulary to native vocabulary, and conversations in native language to prepare to discuss in English. We use the SIOP model to deliver instruction.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>All teachers in our school use instructional strategies and materials to provide access to academic content areas and accelerate English language development. Teachers use visual supports, realia, charts, front-loaded vocabulary, glossaries and dictionaries, sentence frames, and home language supports. To help develop their writing skills, ELLs are provided sentence frames and cloze materials, in addition to having many opportunities to write authentically throughout the day. To accelerate spoken English language development, all students are given multiple opportunities to collaborate and converse throughout the school day. Independent reading materials are differentiated by level, with appropriate scaffolds to ensure that students are able to access grade-level texts and continue their reading development. Teachers also use flexible grouping (heterogeneous and homogeneous) to target support and differentiate instruction. ENL teachers collaborate with content-area teachers on a consistent basis to ensure that these strategies and supports are provided across the curriculum. In math, we use Illustrated Mathematics, which has a set of language routines prompting students to collaborate in partnerships to "Analyze, Critique, and Correct," using sentence stems to develop their academic vocabulary. Students have access to technology throughout the day, for language-based centers and literacy support. ENL students, as well as those with IEPs, benefit from the use of Newsela and CommonLit, digital resources which differentiate reading materials based on reading level and skills targeted (and also provide audio support for those who need it.)</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>We use academic goal setting conferences, in person or online, and flexible scheduling to provide all students the supports they need. Cerebral Diversity time provides extra support so that students can be in the Least Restrictive Environment for the rest of the school day and allows students to receive the majority of their ENL services. We utilize the integrated model for most Special Education services in our school so that students get the support they need without missing any class time.</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>We assess early literacy skills for our ELLs using TCRWP Running Records as well as On-Demands in writing. This is done several times per year. We also use the MAP Growth assessment to track students' reading progress in Understanding Key Ideas, Details, and Connections; Understanding Language, Craft, and Structure; and Vocabulary Acquisition and Use. Data from these assessments will inform our instructional programming in a few ways, including the techniques utilized during class time. Additionally, we will target vocabulary development by utilizing WordsOurWay and vocabulary stations in which students are explicitly taught content vocabulary embedded in context. During ENL stand-alone and integrated ELA, our ENL instructor will focus on decoding and phonics skills and comprehension with our struggling ELL along side our ELA teacher. Our Expanding level ELLs will be given grade level texts with scaffolds. Throughout the year, scaffolds will appropriately be removed.</p>
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<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>There are no ELLs currently in need of any interventions. For ELA students receive SETSS intervention during our Cerebral Diversity periods and/or receive math interventions at that time.</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>N/A</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>We assess early literacy skills for our ELLs using TCRWP Running Records as well as On-Demands in writing. This is done several times per year. We also use the MAP Growth assessment to track students' reading progress in Understanding Key Ideas, Details, and Connections; Understanding Language, Craft, and Structure; and Vocabulary Acquisition and Use. Data from these assessments will inform our instructional programming in a few ways, including the techniques utilized during class time. Additionally, we will target vocabulary development by utilizing WordsOurWay and vocabulary stations in which students are explicitly taught content vocabulary embedded in context. During ENL stand-alone and integrated ELA, our ENL instructor will focus on decoding and phonics skills and comprehension with our struggling ELL along side our ELA teacher. Our Expanding level ELLs will be given grade level texts with scaffolds. Throughout the year, scaffolds will appropriately be removed.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Regular formal assessments as well as informal observations and anecdotal notes are used in all content areas in order to determine the effectiveness of instruction and the intervention program for all students. Our interventions are provided in Math, ELA, Science, and Social Studies through differentiated instruction, after school extra help, advisory as well as during Cerebral Diversity, a period in which targeted interventions take place. During Cerebral Diversity our ELLs receive small group literacy and math based instruction. ELLs also utilize Word Generation to support vocabulary acquisition during morning advisory. STAR Mathematics program is offered through Renaissance Learning for mathematical support. In terms of classroom supports, ELLs are targeted for small group instruction in ELA, Math, Social Studies, and Science based on teacher data. All teachers also employ SIOP strategies to support schema and content specific vocabulary.</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>We use the NYSESLAT, ELA and Math State Exams to evaluate the effectiveness of our ELL programs. We strive to prepare students to increase at least one proficiency level per year on the NYSESLAT and to score a 3 or 4 on the ELA and Math. We use the NYSESLAT to inform the ENL teacher what parts of language each student needs to develop whether its speaking, listening, reading or writing. We use the ELA and Math scores to determine what grade level standards students are struggling with and target those during integrated services.</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>First, NYSESLAT materials are ordered according to the amount of ELLs currently enrolled and with the potential of receiving newcomers in mind. The ENL teacher then uses the testing window information for the speaking, and the three listening, reading and writing sessions to schedule ELLs for a time. Materials are received and kept in a secure and locked location. Answer sheets are printed when available on ATS. On the day of the exam, materials are organized for the specific session and students are picked up by the testing administrator and escorted to a testing room. Once testing has culminated, tests are scored by neighboring ENL teachers at other locations. They are kept secure at all times. Repackaged, labeled and shipped. Students are scheduled to take the NYSESLAT during their Cerebral Diversity periods in order to not interrupt their mandated services.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The ENL teacher articulates with all service providers for those students and is aware of all necessary accommodations. The ENL teacher and the Special Education teachers and service providers meet regularly in order to discuss students' progress and to collaborate on scaffolds and supports for the student. We also collaborate with the classroom teacher in order to plan appropriate instruction for students, based on their language level and IEP goals.</p>
<p>b. SIFE</p>	<p>We do not have any SIFE students; therefore, no SIFE model exists currently. However, if a SIFE student were to register, the student would be age-appropriately placed in a classroom. That student would be served individually to suit literacy needs using relevant scaffolding techniques.</p>
<p>c. Newcomer</p>	<p>Newcomers utilize station work that emphasizes phonics, schema building, and comprehension. We provide stand-alone services to our ELLs who have tested entering or emerging according to the NYSITELL or NYSESLAT as well as text in their native language and SIOP supports during classroom instruction.</p>
<p>d. Developing</p>	<p>Developing ELLs' instruction includes an emphasis on reading comprehension and writing organization. Students also receive testing accommodations on formal assessments and state tests. Examples of accommodations include the use of bilingual dictionaries and extended time.</p>
<p>e. Long Term</p>	<p>Long term ELLs also receive in class supports. We differentiate instruction for all by providing them with special education and ELL supports and utilize RTI approaches to address their academic needs in both ELA and Math.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs continue to receive integrated services 2 times per week and work with the ENL teacher directly during Cerebral Diversity to receive services during this time.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>A student's home language is an asset to their education. The primary language of students is used in strategic ways in the classroom. For example, a student's primary language is used to understand grammatical structures and concepts, instructions and vocabulary. When the teacher does not know the student's primary language, they use resources for translations or partner the student with others who speak the same language and have a higher English language proficiency.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Bilingualism?</p>	<p>Spanish is offered as an elective to MLs/ELLs. Our school is preparing ELLs to obtain the New York State Seal of Bilingualism by incorporating their home language into their mandated ENL services and by teaching non-native speakers of Spanish a new language that they continue to pursue in high school in order to obtain the NYS Seal of Bilingualism.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Yorkville East Middle School utilizes the Workshop Model for instruction and these modalities are brought directly to ENL instruction. Lessons begin with an explanation of the purpose of the day's lesson followed by a mini lesson. Students are able to observe the teacher as a model, practice the skill independently then with pairs or small groups, leading to whole group discussion and share out. Instruction also includes shared reading, read alouds, independent reading, journaling, writers' and readers' notebooks, modeling and countless opportunities to view model reading and writing. All teachers receive multiple professional development opportunities during our Tuesday (80 minutes) and Wednesday (75 minutes) morning professional development sessions. Our ENL teacher receives an email newsletter from the Office of English Language Acquisition that lists PD opportunities for ELL educators and searches PDs offered in the District 2 Event Catalog. Currently, sessions regarding Next Generation Learning Standards and how to make them accessible to ELLs is our focus as well as opportunities to learn about how to support ELLs post remote learning. Our ENL teacher communicates any information gained to staff in order to ensure that necessary steps are taken to follow compliance regulations. He also meets with colleagues, including other ENL teachers in District 2. This group regularly discusses changes to compliance regulations, various teaching methodology, and testing information. We also discuss any workshops and conventions that we have attended in an attempt to support each other with new instructional techniques and ELL compliance information. Records are maintained in a Professional Development folder in our school's main office. Professional development focuses on differentiation strategies including ELL specific strategies utilized in the SIOP model, Next Generation Learning Standards and remote learning. This structure ensures that all students are able to access a Next Generation Learning Standard curriculum.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>As prescribed by CR Part 80, 15% of the required professional development hours are dedicated to language acquisition focusing on best practices for co-teaching strategies and integrating language and content instructions for ELLs. At our school, we focus on ensuring all teachers are proficient in Teachers College Reading and Writing Project which has specific curriculum supports of ENL students. Math teachers are supported with the SIOP model. For our ENL teacher, 50% of his required professional development hours are dedicated to language acquisition and alignment with core content area instruction, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Records and agendas for all professional development activities are kept in a binder by the principal.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Prior to the pandemic, our school had many opportunities for parent involvement, with a special focus on engaging with families of ELLs. In addition to parent teacher conferences and parent orientations at the beginning of the year, our school has hosted a parent breakfast every month, where families and students are welcomed to partake in a informative and interactive sessions of learning with each subject area. In these parent breakfasts, families are equipped with resources and information about curriculum. Families are connected to different committees and are able to voice their concerns or ideas with each content teacher and service provider. We look forward to reinstating these breakfasts in the 2022-2023 school year.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In addition to parent orientation and parent-teacher conferences, our ENL teachers meet with families throughout the year during Parent Engagement time. During these meetings, the teacher reviews each child's English language development and academic progress across content areas. The ENL teachers communicate with content area teachers to make sure that language development in all content areas is assessed and addressed. They also communicate with families to ensure that families know how to support students at home, and how to communicate with the school should any issues arise. Translation services are arranged in advance of these meetings for families who need them.</p>

Additional Information

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

N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<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>Our ENL teacher offers newly enrolled ELL students with school tours to help them get acquainted with our school building and important places to know. Our ENL teacher also provides students and families with walkthroughs of our different online platforms. In addition, our school secretary, Iris Morales, is available to speak to both students and parents in Spanish. Another teacher, Ashley Gallegos, is available to help ELL students transition into our school. We also partner students in a "buddy system" to support their transition into the new school community.</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>Christina Riggio: Principal- Welcomes families to the school, notifies ENL teacher to initiate ELL Identification Process. Shannon O'Grady and Kiran Adams: ENL Teachers- Greet families, conducts the Home Language Identification Survey and Individual interview. Determine eligibility for NYSITELL and home language code. Notifies school secretary about the home language code. If eligible for NYSITELL, answer sheets are printed, student is administered the test within the testing window, answer sheets are scanned and results are printed. If student tests entering, emerging, transitioning or expanding, families are notified and a parent orientation is conducted about the program offered at the school. ELL services are provided immediately according to students English language proficiency. Iris Morales: School secretary- Inputs the home language code, and NYSITELL eligibility information into ATS.</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
Shannon	O'Grady	Teacher	NA	Yes	
Kiran	Adams	Teacher	NA	Yes	

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

First Name	Last Name	Title
Julie	Williams	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	Albanian	100	Albanian	100
English	English	100	English	100
French	English	100	English	100
Hebrew	Hebrew	100	Hebrew	100
Hungarian	English	100	English	100
Italian	English	100	English	100
Japanese	Japanese	100	Japanese	100
Korean	English	100	English	100
Mandarin	Mandarin	100	Mandarin	50
Polish	Polish	100	Polish	100
Portuguese	English	100	English	100
Russian	English	100	English	100
Serbo-Croatian	English	100	English	100
Spanish	Spanish	50	Spanish	50
Urdu	English	100	English	100
Wolof				
Bengali	Bengali	100	English	10

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	4	4
Polish	1	1
French	1	1
Arabic	2	1
Chinese	0	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>Our team using the HLIS as well as ATS in order to assess language preferences of the parent community. Parents then update their Emergency Contacts using their DOE NYCSA accounts. This information is communicated with teachers through our JupiterEd system, which allows for an automatic translation to Spanish.</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 Handbook	1x per year	Google translate and in-school translators
Parent Teacher Conference Flyers	3x per year	Google translate and in-school translators
Parent Workshop Flyers	every other month	Google translate and in-school translators

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 conferences	3x per year	Over-the-Phone Interpretation Desk Aid
IEP meetings	1x per year per student	Over-the-Phone Interpretation Desk Aid

3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We utilize the DOE Over-the-Phone Interpretation Desk Aid in order to communicate with these families. We also use Google translate to send out email blasts.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	We utilize the DOE Over-the-Phone Interpretation Desk Aid
(C) If a parent has an emergency and needs to contact the school.	We either use an in-person translator or the DOE Over-the-Phone Interpretation Desk Aid. If by email, we use Google translate

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor’s Regulation A-663	Staff PD
Over-the-Phone Interpretation Desk Aid	Staff PD
Language Access Handbook	Staff PD
T&I Unit InfoHub Link	Staff PD

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).	Goals of Chancellor’s Regulation A-663 as well as the Language Access Handbook are shared with staff during PD. Part of this PD includes who to speak with in order to secure translation services for documents and meetings with families.
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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>Our language access coordinators meet with parents at the beginning of the year, sending a letter first in order to set up preferred language services, if necessary. This meeting is set up upon enrollment for new families. This information is also available at dropoff locations around the school building.</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>Our school works receives feedback through surveys and individual parents meetings.</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>We have begun to utilize the translation phone services more and translate documents into additional languages.</p>

APPENDIX 6: SUBMISSION ASSURANCES

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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.