

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	02M183
School Name	P.S. 183 Robert L. Stevenson
Principal	Martin Woodard

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Public School 183, Robert L. Stevenson
District Borough Number (DBN):	02M183
Grades Served:	PK-5
School Address:	419 East 66th Street
Phone Number:	(212)734-7719
Fax:	2127347719
School Contact Person:	Martin Woodard
School Contact Person Email Address:	mwoodard@schools.nyc.gov
Principal:	Martin Woodard

United Federation of Teachers (UFT) Chapter Leader:	Amy Greenhouse
Parents' Association President:	Shannon Berkowski
SLT Chairperson:	Cory Stern
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	N/A

District Information

Geographic District:	02
Superintendent:	Kelly McGuire
Superintendent's Office Address:	333 Seventh Ave, 8th floor NY, NY, 10001
Superintendent's Email Address:	kmcguire@schools.nyc.gov
Phone Number:	(212)734-7719
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Martin Woodard	Principal or Designee*		
Amy Greenhouse	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Shannon Berkowski	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
NA	District Council 37 (DC 37) Representative (staff), if applicable		
na	Title I Parent Advisory Council Chairperson (or alternate)		
na	Student Representative (Required for middle and high schools)		
na	Student Representative (Required for middle and high schools)		
na	CBO Representative, if applicable		
Cory Stern	Parent Member/		
Rachel Belsky	Teacher Member/		
Meaghan Grossjung	Teacher Member/		
Gideon Kim	Parent Member/		
Jamie Heisner	Teacher Member/		
Fritz Donnely	Parent Member/		
Joel Brewster	Parent Member/		
Harley Abrevaya	Teacher Member/		
Veronica York	Parent Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In Good Standing
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Provide your school's mission statement:	<p>We envision our school as a learning community that treats children and adults with respect and kindness. Our school motto is, "Take Care of Each Other." Our motto doesn't simply exist in our handbook. It serves to guide and inform the decisions we make for the betterment and growth of our school community. We lay the foundation for children to experience and explore social and cultural diversity, discuss issues of equity, and develop compassion for others. Our diversity as a community is recognized, celebrated, and valued. It builds a sense of self-worth in our students so they can take their places in NYC and in the world beyond. Students who leave 183 become empowered adolescents who work well with others and embrace their responsibility to inspire positive change in our world. At P.S. 183, we believe our school's motto, "Take Care of Each Other," lives in the following commitment statements and actions we take to uphold our school's mission. Our mission guides the work we do to support our community- staff, students, families, and the surrounding neighborhood. It addresses our beliefs for educating the whole child, academically and socially, as well as strengthening our partnerships with families and our work together as a staff. As a STUDENT at PS 183, we uphold our school's mission by --actively participating in our learning - both academically and socially --growing our confidence, building independence, and collaborating with others --supporting others in our school to uphold our mission --being open to new experiences, new cultures and making new friendships --naming and recognizing our feelings to understand the impact they have on our school experience As a PARENT at PS 183, we uphold our school's mission by --teaching our children to be kind, compassionate and empathic individuals --supporting teachers and staff through open communication - -staying connected and engaged with our children throughout their learning journey to enrich the academic experience and support school success --welcoming and being inclusive of 183 families --participating in school activities to build community As a STAFF MEMBER at PS 183 we uphold our school's mission by --providing an engaging and challenging academic experience for all students that builds a foundation for future learning --teaching students to recognize the effect emotions play in their learning and modeling how to regulate them in school situations --creating opportunities for student voice to guide classroom decisions --fostering a classroom community where all learners have access to the curriculum, contribute to their learning, and feel seen in what we teach --continuing to learn and revise our practices to better serve our students As a BROADER COMMUNITY at PS 183, we uphold our school's mission by --building long lasting relationships with our students and their families --providing opportunities for students to engage in community service --having age appropriate conversations with students about important issues in society</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P.S. 183 is located in the heart of the Upper East Side. Due to our unique zone connected with major hospitals of NYC, we enroll students from all over the world. This diverse community is celebrated in the many languages our families speak and rich traditions and cultures they bring to our classrooms. Currently, over 44 languages are spoken in our community. Our school uses a balanced literacy curriculum for literacy and follows the workshop model of teaching for all subjects - reading, writing, math, and social studies. The workshop model allows us to adapt our curriculum via whole class, small group, and individual conferring to meet each learner where they are at. Our student body is made up of 8-10% of ENL students and 15-18% Student with Disabilities. Therefore, adapting our curriculum so all students have access is critical to our success in the classroom. We also offer a rich program in the arts. Music and art are taught daily to all students, and we also have rich partnerships with community based organizations such as the National Dance Institute, NY Historical Society, Global Classroom, and Chess NYC. Along side our strong academic program, we also work to support student's social and emotional growth through a program called RULER. This PK-5 curriculum helps students identify their emotions, label them, and understand the role emotions affect their day to day interactions in the classroom. Our school community also recognizes its role as one part of the greater New York City area and beyond. Therefore, our school partners with non-profit organizations to help our students recognize the importance of giving back to others. We partner with UNICEF every fall, The Koenig Cancer Foundation (which was created by a former student of ours), and the Ronald McDonald House, which houses some of our students. These are just some of the organizations we partner with each school year. We also work daily to create and sustain a welcoming and affirming learning environment for students, staff and families. We engage students in conversations around important world events, as well as expose them to a wide variety of cultural perspectives through read-alouds, classroom celebrations, and social studies units of study. We also support this work by regularly inviting families into our classrooms, sponsoring speakers at PTA meetings on topics of importance, and hosting school-wide community events sponsored by our PTA. Our school truly lives up to its motto, "Take Care of Each Other."</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Reading	K-5	Teachers College Reading Units of Study	SPIRE Reading Intervention, Rewards Intervention Program
Writing	K-5	Teachers College Writing Units of Study	Writing Revolution Program
Math	K-5	Terc Investigations Curriculum	Do the Math Intervention Program
Phonics	PK-2	Teachers College Phonics Program and Heggerty Phonemic Awareness Curriculum	Bridge the Gap Heggerty
Science	K-5	Amplify	N/A

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)
K-2 Phonics Instruction	Current phonics data as evidenced by Acadience Benchmark Assessments show 66% meeting benchmark for Kindergarten, 73% meeting benchmark for first grade, 67% meeting benchmark for second grade.	Part of this is due to new implementation of phonics-based small groups during reading instruction. Part of this is due to inconsistent instruction based on COVID-19 in previous school years.
SWDs Reading on Grade Level	As of March 2022, TC Running Record Data show that 47% of all SWDs are reading below or slightly below grade level.	Part of this is due to inconsistent instruction based on COVID-19 in previous school years. We also believe that an explicit, robust phonics curriculum in K-2 will support SWDs in making grade level progress.

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	66	By June, 2023, Kindergarten phonics proficiency will increase 14%, from 66% to 80%, as measured by Acadience Screener.
Students with Disabilities (SWD)	53	By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will increase 20%, from 53 to 75, as measured by Running Records.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June, 2023			
Acadience	80%	66%	60	70	80
Teachers College Running Records	Level 3 or 4	47%	50	60	70

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?)
09/09/2022	06/27/2023	This year, we will continue our partnership with Teachers College Reading and Writing Project. The goal, like last year, is working with teachers this year around data collection for phonics and small group instruction/progress monitoring. The goal is to start small groups in K earlier than last year. In addition, we will implement the new K and 1 TC Reading and Writing Units which incorporate more phonics instruction and decodable texts as part of reading instruction.
09/09/2022	06/27/2023	Grade teams meet monthly with our literacy coach to analyze running record and phonics data. At these meetings, strategies are discussed and small groups are planned to support reading growth. Teachers also map out one year's growth so they have targets and benchmarks for student progress.
09/09/2022	06/27/2023	Teaching Assistants (K-2) and Paraprofessionals (K-5) will continue to be trained to support students in small group phonics instruction. For this school year, we trained our TA's to support students in phonics instruction in the blended learning model. We will continue that work in the fall and provide PD through our TC Literacy Consultant.
09/09/2022	06/27/2023	Admin will conduct in-class observations and observations especially around literacy instruction to note progress towards working with students.
09/09/2022	06/27/2023	We collect reading data, K-5, four times a year (November, January, March, June) on a shared document. This document not only notes benchmark progression of student reading levels, but it also lists students by IEPs, ENL status. In addition, we have phonics screening data trackers for students in K-2 for teachers to track progress with phonics development.

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?)
01/03/2023	04/29/2023	We use our Title III funds to create after school reading groups for ENL students and other students reading below grade level. We invite close to 40 students, K-5, who are reading below grade level. The reading groups meet twice a week, for one hour.
02/14/2023	02/18/2023	We conduct initial ELA practice tests in February to use as a baseline data to assess student readiness for the ELA exam in grades 3-5. That data informs instruction, small groups, and interventions.

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)
09/10/2022	06/27/2023	Parent Meetings on Phonics Instruction and its Importance.	
02/14/2023	02/18/2023	Each year we conduct a parent meeting for grades 3-5 on the NYS ELA test.	

Human Resources	Literacy Coach, Administration, Full-Time Reading Intervention Teacher, Teachers College Literacy Consultants, Teaching Assistants, Paraprofessionals
Instructional Resources	Teachers College Reading, Writing, and Phonics Units of Study, Heggerty Phonemic Awareness Curriculum
Schedule Adjustments	Monthly Grade Team Meetings, and Monday Professional Development Time
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Moving Teachers from Effective to Highly Effective in 3C - Student Engagement on the Danielson Rubric	62% E / 55 observations 22% HE / 20 observations 6% D / 6 observations	We are looking at how we can increase student empowerment in math classroom through the use of student engagement. Based on our walkthrough, we observe that teachers over scaffold for math instruction.
Move Teachers from Effective to Highly Effective in 3D - Assessing Student Learning on the Danielson Rubric	62% E / 55 observations 25% HE/22 observations 12% D/11 observations	Students, based on classroom observations, do not always have models to use during work time in order to determine what good work is. How do students in this classroom, know what good work looks like?
Overall Improvement on MAP Growth Screeners	Fall K-5 61 students L/L Avg. - 13% 73 students Avg. - 16% 320 students H/H Avg - 70% 454 total students tested Winter K-5 93 students L/L Avg. - 19% 89 students Average - 19% 285 students High Avg/H - 61% 467 students tested Spring K-5 80 students L/LAvg - 17% 67 students average - 14% 319 students High Avg/H - 68% 466 students tested	A large percentage of students who are scoring in Low to Low Average are students with disabilities. There are parts of the General Education curriculum that are not working for these students. We have used the MAP growth to target these students for Intervention and also using alternate programs, such as Do the Math.

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	22	By June, 2023, Elementary/Middle School Math Observations for Teachers in Component 3C (which affects all students) will Increase 28%, from 22 to 50, as measured by Danielson Rubric.
All Students	68	By June, 2023, Elementary/Middle School Math for All Students will Increase 12%, from 68% to 80%, as measured by MAP Math Growth.

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			
Danielson Rubric	Highly Effective	22	30	40	50
MAP Math Growth	Average to High Average	68	60	70	80

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?)
09/07/2022	06/27/2023	Utilize our Monthly math grade team meetings and September to January Monday PD to examine practices that lead to an increase in dependency in our math students. We will spend time examining each upcoming TERC Investigation Curriculum to build in more open ended questioning, look at problems being asked of students to solve (are they one step solution or low floor/high ceiling), and also build in more time for students to solve problems collaboratively with their peers. The overall goal is less dependency on the teacher to get started in math and more on the student to implement strategies to tackle any math problem.
09/07/2022	06/27/2023	Admin provides feedback to classroom teachers around problem solving lessons that reflect strategies taught during Monday PD sessions and grade team meetings to promote effective problem solving work. The concentration will be on 3C (engaging students in discussion) and 3D (assessing student learning)
09/07/2022	06/27/2023	Teachers in grades K-5 create and administer ongoing formative assessment data trackers for each unit along with a beginning, middle, and end-line assessment. These systems of tracking and monitoring student progress helps teachers identify areas where students need additional supports and they use it to adjust small groups accordingly. This data will be part of grade team meetings. Data team will also analyze the MAP Math Growth assessments to determine pockets of students not meeting benchmark standards and may need additional Academic Intervention.
09/07/2022	06/27/2023	Engage with an outside Math Consultant to provide additional professional development throughout the year for teachers. This could either be through a private consultant or in our work with the district Math coach - Rachel Benoff.
09/07/2022	06/27/2023	Utilize learning from last year's whole school text, Culturally Responsive Teaching and the Brain around independent learners along with this year's text, We Got This, by Cornelius Minor.

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?)
02/15/2023	02/26/2023	In February, we administer a predictive math assessment that mirrors the NYS Math exam. We use this as baseline data during our test prep instructional period. This also helps us target key areas where students need additional support in the math curriculum in relation to the standards assessed on their math assessment. This also informs small group instruction and teachers adjust test prep plans accordingly.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2021	06/27/2022	Ongoing Math Mornings where parents can come into their child's classroom to sit through and participate in a child's math lesson, alongside their child. This will further support parental knowledge of how we teach math and how they can support their child's math growth at home.	
02/07/2023	02/28/2023	Parent meeting for grades 3-5 parents regarding NYS Math Testing expectations.	

Human Resources	Full Time In House Coach, Outside Math Consultant, Administration, Data/Equity Team Members
Instructional Resources	TERC Investigations Curriculum, Math in the City Context for Learning Units
Schedule Adjustments	Monday Professional Development Time for Analyzing Student Work and Supporting Student Independence, Monthly Math Grade Team Meetings
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Deepen Staff Culturally Responsive Practices	On our recent school survey from the 2021-2022 School Year, the following questions were used as data sources: In planning my last Instructional unit, I had the resources and tools I needed to include multiple opportunities for students to engage with texts and tasks reflective of their diverse, racial, cultural and linguistic perspective. 82% favorable response. The second question we used was: I am able to.... Receive support around how to incorporate students' cultural and linguistic backgrounds in my practice. 68% favorable response.	This is still ongoing work in our community and practices that recently started in the 2021-2022 school year.

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
Equity & Student Voice	68	By June, 2023, practices related to Social-Emotional Support will improve 12%, from 68 to 80, as measured by positive NYC School Survey responses in the categories of supporting staff with diverse resources and incorporating more culturally responsive practices in their teaching, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		74			
NYC School Survey	Since we are using the NYC School Survey as our measurement tool, we will use a internal survey mid-year to progress monitor success towards reading our goal.	2018-2019 NYC School Survey - Question Number Q23G - Adults at their school teach students the skills they need to regulate their behavior.	NA	NA	80

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?)
09/07/2022	06/27/2023	Our SEL Ruler team will continue to build RULER SEL tools in teacher classroom practice. In the 2021-2022 school year, we solidified our work around the Mood Meter and Class Charter in order to build more affirming and welcoming classroom environments. This year, we will incorporate the next two tools - Be Your Best Self and Meta Moment. This will be ongoing professional work this year and will continue to strengthen how children and staff feel at school.
09/07/2022	06/27/2023	Literacy Coach will continue to support staff understanding of the Mosaic Curriculum texts in order to diversify teacher read alouds to children and classroom libraries.
09/07/2022	06/27/2023	Data and Equity Team will lead staff in a study of Cornelius Minor's We Got This text, which will compliment our work last year when we read Culturally Responsive Teaching and the Brain.

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	SEL/Equity Team will conduct a staff survey regarding the implementation of our Equity and SEL goal this year. Results of survey will support planning for the 2023-2024 school year on these two important topics.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2022	06/27/2023	Speaker Series: Start a speaker series: set up monthly guest speakers, with the goal of leading our community to be more inclusive. Students & Technology: Compulsive Smart Phone & Video Game Use, Dr. Michael Fraser Special Education: Inclusion Strategies & Intervention, Toby Karten, Author, Speaker and Advocate Equity & Access: Diversity, Equity and Inclusion Book of the Month: Align with classroom instruction RULER Program, need to identify teachers to share details about program Early Literacy, (following this months guest speakers), need to identify teachers Test Prep: not sure if this is a separate meeting or PTA but an ongoing topic of importance, need to identify teachers	Lead by PTA Members, Staff and Consultants
09/07/2022	06/27/2023	Staff lead Parent book club around issues of Equity	Lead by Members of Equity Team
09/07/2022	06/27/2023	Book of the Month - Diverse Titles which are highlighted each month on our new PS 183 Instagram Page	SLT Members

Human Resources	Members of the School SLT, Staff Members on our School Equity Team and RULER SEL Team, Administration, Teachers College RW Project Consultants
Instructional Resources	RULER Online Platform for Teachers to access RULER tools and Lesson Plans, copies of the texts - "Culturally Responsive Teaching and the Brain" by Zaretta Hammond and "We Got This" by Cornelius Minor.
Schedule Adjustments	Monday Professional Development Time, Planned Coaching Coverage for TC Consultants, Grade Team Meetings
Other Resources Needed	

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)
Parent and Student Voice in the IEP	IEP reviews that only have the teacher/service provider voice in the PLOP. There isn't consistency in allowing parents and students a chance to share their successes and areas of growth.	PD has not been provided on helping teachers interview students and parents prior to an IEP meeting. We don't have an established culture for inviting parents and students to share their insights prior to an IEP meeting.

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 making sure student and parent voice is reflective in each IEP by Increase 30, from 50% to 80, as measured by IEP Reviews.

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, 2023			
IEP Reviews	Specific Language in the PLOP that begins with, "Parents shared..." and "Student shared..."	50%	60	70	80

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/25/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Prior to each Annual or Tri-Annual IEP, we invite teacher or RS providers to discuss the child's recommended services - discussing addition or reduction of services at PPT/SIT. PPT schedule reflects upcoming annuals, initials, and tris. These names stay on the agenda with timelines so that compliance is maintained. This recurring agenda list helps us monitor and track students in a timely fashion prior to any IEP meeting.
09/08/2022	06/25/2023	Develop appropriately rigorous standards-aligned annual goals	Our IEP teacher meets with Special Education teachers to update them on SPED lead teacher meetings. We also have a shared google drive with sample standard align goals and language to use which build consistency K-5 in writing goals. In addition, we examine IEP goals during our IEP reviews - 8 times a year at SIT.
09/08/2022	06/25/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP Teacher works with Special Education teachers to make sure IEPs in the PLOP contain language on the impact of disability. This is done at IEP lead teacher meetings with special education teachers. In addition, we have a google drive that has statements/fillable language so that teachers create "impact of disability" statements that are uniform in structure and language. We also check these when we conduct our IEP reviews at SIT.
09/08/2022	06/25/2023	Ensure that programs and services mandated on each student's IEP are delivered	Principal checks Weekly Program service updates in SESIS and relays information to providers. In addition, we have a sign out sheet that providers check when picking up students. This helps us monitor providers attendance.
09/08/2022	06/25/2023	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]	N/A
09/08/2022	06/25/2023	Conduct IEP meetings within specified compliance dates	Admin monitors compliance data in SESIS. PPT/SIT agendas are divided into Annuals, Initials, and Tri-Annuals with compliance dates. Names are not removed from the agenda until their meeting is scheduled and finalized. This helps our PPT/SIT know which students having upcoming compliance dates.
09/08/2022	06/25/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Parents/Teachers who express concerns about their child meet with admin to share concerns and learn about the evaluation process and RTI process. Child is presented at PPT and strategies and suggestions are made for Tier 1,2 or 3 supports. Based on progress monitoring for 6-8 weeks, it is determined if a child should move forward with an evaluation.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2022	06/27/2023	Template for parents and students to complete prior to the IEP meeting which allows parents and students to reflect on the services they receive and how they think the year is going, extra supports they need, what's working, what's not working. This is then shared at the IEP meeting and added to the PLOP, thus empowering families and students to have authentic voice in their IEP.	

Human Resources	PPT/SIT Members, Full Time Related Service Providers, IEP Lead Teacher
Instructional Resources	N/A
Schedule Adjustments	Common Time Built In Each Week to Meet as PPT/SIT
Other Resources Needed	N/A

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

Academic Support

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

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 1	Reading Levels, On Demand Writing Assessment, Math Assessments	Small Group Instruction	Small Group - Delivered by Teacher	During the School Day	No
Tier 2	Reading Levels	Spire or Great Leaps Depending on Need	Small Group, Pull Out, Teaching Assistants	During the School Day	No
Tier 2	Reading Levels	Reading Intervention	Small Group Tutoring	After School	No
Tier 2	Math Assessments	Dreambox	Small Group Instruction - Math Coach	During the School Day	Yes - Dreambox
Tier 3	Reading Levels	SPIRE Reading Intervention	1-1 or Small Group Delivered by SETSS Teacher	During the School Day	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher Observation, Parent Concern	At-Risk Counseling	Small Group	During the School Day	

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>0</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>183 does not historically have Students in Temporary Housing. We have not had any in the last four years I've been principal. If we do, we would ensure they have contact with either our School Guidance Counselor or Social Worker who can work with the family to connect them to CBOs or enroll in additional services at the school, based on need. Possible services include free aftercare, supplies, at-risk counseling, academic services. We would also work with our attendance teacher to track consistent attendance at school. The needs would be based on meeting with the family to determine the level of support required by the school. All of our on-site after school partnerships offer sliding scale tuition and/or scholarships for families who need aftercare but can not afford the cost. We ensure that any interested child participates in after school regardless of the cost.</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.S. 183 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

P.S. 183, 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:	183

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	Martin Woodard
Assistant Principal	Kim Banks
Math Coach	Nina Liu
Literacy Coach	Mary Ellen Bizzarri
English as a New Language (ENL)/Bilingual Teacher	Marie-Marcelle Benoit
School Counselor	Jara Milman
Teacher/Subject Area	
Teacher/Subject Area	
Parent	Shannon Berkowski
Parent Coordinator	LuAnn Propper
Related-Service Provider	Sara Treem

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:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
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):	472
Total number of current ELLs at your school:	29
Total percentage (%) of current ELLs at your school:	6.1
Total number of former ELLs at your school:	9
Total percentage (%) of former ELLs at your school:	1.9

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
TBE	N/A	N/A	N/A	0	0	0	0	0	0								0
TBE	N/A	N/A	N/A	0	0	0	0	0	0								0
DL	N/A	N/A	N/A	0	0	0	0	0	0								0
DL	N/A/	N/A	N/A	0	0	0	0	0	0								0
DL	N/A	N/A	N/A	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>ML/ELL programming is delivered in various ways for our ELL student population based on learning needs and effective planning by ENL teachers. This effective planning includes collaborating with classroom teachers to meet the learning needs of our ELL population. Stand-alone ENL services are provided by a Certified ENL Teacher in a designated ENL classroom. The stand-alone instruction is used to address language and literacy development that align with the NYS Common Core Standards and NGL standards. The lesson support development in academic and content language to develop English language skills. Transitioning ELLs may receive up to 90 out of 180 minutes of Standalone instruction. Emerging students may receive either 180 out of 360 minutes and Entering students receive 180 out of 360 minutes of Standalone ENL instruction. However, majority of the groups are homogenous to allow the ENL teacher to gain a greater scope for everyone to perform the task or exercise at their own pace. Expanding ELLs do not receive Standalone ENL. In standalone ENL, the ENL teacher delivers instruction to small groups which include five to eight students. Stand-alone groups are within grade band. These have no more than 1 grade above or below. It is based on the ELL's academic and language needs. Student's are grouped by grade level and proficiency levels. Most groups are homogenous but some groups have mixed proficiency levels but no more than 1.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Throughout the year, integrated ENL was provided for most groups this year. The classroom teacher and the ENL teacher co-teach core content to meet learning and language objective of the lesson. Majority of the groups are homogenous based on their proficiency level, but may occasionally have mixed proficiency levels. Moreover, students are also grouped based on grade band. The ENL teacher ensures that their is no more than one grade below or above. The ENL teacher is able to gain a greater scope to perform a task based on their skill level. Students use the home/primary language as support and appropriate instruction to support comprehension skills in language. Students who needed more support in subject areas such as writing and reading were given extra support. The supports provided included language translations, vocabulary instruction, rephrasing writing prompt questions, reading goal setting, and addressed grammatical/syntactical errors in writing. Furthermore, the ENL teacher attends grade team meetings, grade team professional development and collaborates with teachers to provide additional ELL supports.</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>ML/ELL programming is delivered in various ways for our ML/ELL student population based on the student needs and effective planning by the ENL teacher and classroom teachers. Stand-alone ENL services are provided by a certified ENL teacher in an ENL classroom. The structure of teaching is focused around language and literacy to promote development in the new language. Our school uses the RLAT to ensure ELLs get the required amount of mandated minutes. Transitioning ELLs may receive up to 90 out of 180 minutes of Stand-alone instruction. Emerging students may receive either 180 out of 360 minutes and Entering students receive 180 out of 360 minutes of Standalone ENL instruction. However, majority of the groups are homogenous to allow the ENL teacher to gain a greater scope for everyone to perform the task or exercise at their own pace. Expanding ELLs do not receive Standalone ENL. The ENL teacher structures lesson planning around reading, writing, listening, and speaking. These four modalities are included in every session to ensure that students are meeting their own academic and language needs. Students are also provided support in math lessons such as comprehending a word problem or addressing any math related vocabulary. Additionally, transitioning and expanding level students receive more reading and vocabulary intense instruction and they receive an additional minimum of in-class ELA literacy instruction delivered by common branch certified teachers for 180 minutes weekly (1 unit). Students considered proficient or commanding, on the basis of past NYSESLAT performance continue for two hours to receive service in the amount of half a unit weekly (90 minutes). Most standalone ENL groupings consists of 5-8 students. Stand-alone groups are based on grade level bands or proficiency level to meet literacy needs. The groups are usually homogenous to help the ENL teacher pain purposefully/</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>We do not have a DL Program.</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>At this school, 100% of ELLs are Newcomers and 0% are SIFE. In order to determine the most effective services for our Newcomers, we first start with an assessment of their needs to see their levels in reading and writing. This comes from our Teachers College On-Demand Writing Assessments and our quarterly Teachers College Running Record assessments. Additionally, in the beginning of the school year students were given a screeners assessment to show where they are academically across the grade. Based on the data collected from these key assessments, the ENL teacher provides direct instruction to hit these targeted needs, especially looking at Early Literacy skills to build phonemic awareness and phonics. We translate the teaching of those skills into reading comprehension and writing. On a daily basis the ENL teacher gives informal assessments such as checklists, writing samples, project based assignments to meet the standards. Furthermore, the ENL teacher used the Universal English Development Assessment Rubric to monitor academic language learning and inform instruction.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>We do not have any ELLs that are Long-Term ELLs. If we did have Long-Term, ELLs, the first place to start would be to examine scores on the NYSESLAT and current in-class assessments such as Teachers College On-Demand Writing Assessments and our quarterly Teachers College Running Record assessments. Based on the data collected from these key assessments, ENL teacher provides direct instruction to hit these targeted needs, especially looking at Early Literacy skills to build phonemic awareness and phonics. We translate the teaching of those skills into reading comprehension and writing. The goal with any delivery of services, regardless of status, is to use any standardized assessment data and in-house literacy assessment data to determine which areas the student is not mastering, and target these skills in small group instruction.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.9% of students are former ELLs. We continue to monitor their reading, writing and math proficiency levels. These scores are quarterly documented on school-wide trackers. Former ELLs are serviced in their classroom via small group instruction delivered by their classroom teacher. If the classroom teacher has additional questions or concerns about a specific student the ENL teacher is always there for support for two years. Our ENL teacher supports classroom teachers at grade team meetings and during after-school professional development. Our Teachers College Literacy Consultants, in-house literacy coach and data specialist work with classroom teachers to analyze assessment results and plan targeted, small group instruction once a month.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>According to our State Data reports, our students are meeting the expected levels of progress at 90%. Of the 28 test takers in Spring 2021, all but one scored High in each of the four modalities. The 1 student scored low in Speaking. Students were highly successful on the NYSESLAT for the 2020-21 school year. This especially telling as this school year was consistently changing with many of our ELL students moving in and out of hybrid/remote models of learning. This is a testament to their hard work and the careful programming and planning of our school, even under difficult teaching and learning circumstances. The results of the NYSESLAT indicate that the highest instructional need for our ENL program is in writing. Our ENL teacher began addressing this need through intentional scheduling of Integrated ENL instruction to align with writing instruction as much as possible, the implementation of new writing instructional models for ELLs and the use of curriculum intended to support ELL students in their writing growth. On the Spring 2022 NYSESLAT, shows 25 current ELLs at our school. 10 former (1.9 %) ELLs tested out of ENL services. There was more students that tested out of ENL services in 2021-2022 than 2020-2021. 10 ENL students grew one or more proficiency levels. This was super impressive because it shows the growth in academic language skills from the beginning of the school year to the end. 4 students (two first graders and two second graders) did not show any any growth. Two of students have IEPs and the other two are general education students. Analyzing these scores show that we need to continue to prioritize effective reading strategies and appropriate scaffolds to ensure that students are developing academically. Our school trends indicate that our ELL students continue to make strong gains in speaking and listening. We want to continue to support our ELLs provide opportunities to practice their skills.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>It is hard to make comparisons on the NYS ELA exam since we typically have a low number of students who are ELL, taking this exam. According to our data report, in Spring 2021, we had three students who were ELL, took the NYS ELA exam. Those three students were at the Expanding level of proficiency took the NYS ELA state exam received a 3 or higher. These students were able to test out of ENL services. Data trends on in-house Running Records and past test results show that students at lower proficiency tend to score at a similar level on the NYS ELA exam. On the NYS Math assessment, our ENL students typically score at the level 3 or 4 (expanding or commanding level) . This is due to the translation services we provide to all students who require them. This allows our students to access the language component of the NYS Math exam and thus demonstrate true math proficiency. We're an elementary school which means our student do not take the Regents Exams.</p>

<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>According to the most recent ELL Data Analysis Tool for our school, there are no trends currently at this time for at-risk ELLs. The only indicator on our report is the % of ELLs who did not make any growth (4 ELLs - 12.0%) because they scored the same proficiency level on Spring 2022 NYSESLAT as Spring 2021 NYSESLAT. 4 students (two first graders and two second graders) did not show any any growth. Two of students have IEPs and the other two are general education students. The common trend that these students struggle with is with writing. Analyzing these scores show that we need to continue to prioritize effective reading strategies and appropriate scaffolds to ensure that students are developing academically. Our school trends indicate that our ELL students continue to make strong gains in speaking and listening. We want to continue to support our ELLs provide opportunities to practice their skills. Attendance does not affect our ELLs as many of our ELLs attend school regularly. They are not chronically absent. Our overall attendance rate is typically 95% or higher.</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>According to our ELL Data Analysis Tool for 2022, our data shows that Arabic (8 students), Hebrew (4 students), Chinese (4 students) are the largest language representation at our school. Can provide translation services, but the families speak English and prefer communication in English. All families and students are screened during our Kindergarten, PK, and 1-5 admissions. Based on the Home Language Survey, we screen families to determine the child's level of English as well as the parents preferred language of communication. Since many of our ELL families are here to study at the nearby hospitals and science research centers, they prefer to communicate with the school in English. Therefore, our ELLs typically don't require support in communicating with classroom teachers and school administrators. If families did indicate a preference other than English for communication, our Language Access Coordinator and ENL teacher are attentive to their communication needs and translate documents and communication accordingly. Moreover, our ENL teacher is able to communicate in Haitian-Creole, French, and Spanish if communication is needed in those languages. While many of our ELL families prefer to communicate in English with school staff, we encourage their students to value and love their home language. We do this by having the child bring in and read texts that are in their home language thus strengthening both their English and Home Language proficiency. We also try to place students with similar home languages in the same class so they support each other in their language development. Furthermore, the ENL teacher designs lessons that include home language translations to ensure that students are supported.</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>Throughout the year, teacher participate in professional development around Race and Equity. Both classroom teacher and the ENL teacher utilize cultural appropriate read aloud or texts that promote cultural diversity. There is an equity team that meets on a weekly basis to discuss about common bias, cultural norms, and ways to make more and more inclusive. Furthermore, the ENL teacher and Art teacher holds a monthly ENL After School Art Program event in which the ELLs in our school can participate in craft making and learn about the different cultures in our school.</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 do not have SIFE students so there are no trends. According to the Spring 2022 NYSESLAT IEP designation, we have six students with an IEP. 4 students with IEPs grew 1 or more proficiency levels on the Spring 2022 NYSESLAT. 2 students didn't show any growth on proficiency levels. These students struggled with the writing section on the NYSESLAT. These students struggle to accurately write about a topic and give clear details to support. These students are able to speak and listen in L2 language, but how difficulty with the reading passages and writing content. Our integrated and Stand-alone ENL instruction has prioritized writing by collaborating with general education teachers. Furthermore, providing modifications to ensure they have access to the writing content. Both the ENL teacher and Special Ed teacher collaborate to meet the needs of students. The ENL teacher reads the IEP to gauge where the students needs support in such as using the target language,</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 ENL teacher attend grade team meetings and monthly professional development meetings with grades that have large percentages of our ELL students. This way, she can support classroom teachers in their whole class instruction. Furthermore, she follows the units of each grade to ensure that it matches with what the ENL teacher is doing in small-group instruction. Finally, our data trackers that we use such as math, whole-school running records, and on-demand writing, list ELL status. This allows us, when analyzing whole school data, to track ELL progress and plan professional development accordingly. Our ENL teacher has an internal tracker includes testing schedules and scores from previous years.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Our current ENL students in grades K-5 we use Teachers College Reading, Writing, and Phonics Curriculum, Passport for Social Studies, and TERC Investigations curriculum for math. Instruction is delivered in a mini-lesson, whole class format for 10 minutes. This is followed by 20-30 minutes of independent work time, which allows the classroom teacher to meet 1-1 with students or in small groups to provide instruction based on student needs. These curriculums are ALL 100% aligned to Next Generation Learning Standards. Former ENL students interact with the same curriculum above. In addition, these students are provided with on-going cycles of small group intervention in their classroom. Targeted, literacy intervention is based on student performance on Running Records and On-Demand writing assessments. All instruction is delivered in English. Instruction Strategies and Resources: During instruction, all students are given multiple opportunities to share their thinking and respond to their peers. This provides speaking practice and allows the ENL teacher to give live feedback in speaking. Teachers share texts, visually, with students to practice whole-class reading skills such as decoding, fluency, and vocabulary building. Teachers also demonstrate their writing in front of students which allows ELLs to visually see and hear the construction of sentences. In math, students work in partnerships to talk and share solutions to complex word problems. This strengthened their speaking and listening skills.</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>The instructional strategies and grade-level materials are consistently used on a daily basis. The instructional strategies used this year were large visual charts, scaffolding native language, sentence frames, sentence stems, graphic organizers, cultural relevant texts the list goes on. This year it beneficial to use google translate for ENL newcomers to help with lesson understanding. Students are able to translate words quickly especially for higher vocabulary. Large visual charts helped students have a visual representation to help them building understanding of the learning goal of the lesson. ELLs students have a harder time processing the spoken language. Modeling the steps of the process show students what the finished product would look like. Furthermore, students will be able to have the visual representation on the wall to refer back to for future lessons. Graphic organizers helped ELLs organize their thinking especially when it came to writing. It helped students participate in meaningful discussion. Furthermore, it helps facilitate ELL's comprehension through visual illustrations, vocabulary, and ideas that they would want to include in their own writing. It is also a good way to help self-check their understanding about a specific topic.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our Special Education teachers meet regularly with families and with our ENL teacher to ensure that IEP goals align with in-class instruction and small group ENL instruction. ENL teacher attends IEP meetings to help determine recommended program placement. Special Education Students who are ELLs engage with the same, whole-class curriculum as their peers. This, like our curriculum for all students, is differentiated through small group targeted instruction based on student needs. Furthermore, the ENL teacher collaborates with the ICT teacher to ensure that they're on the same page about the students needs in the classroom.</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>For screening assessments, we use Teachers College Running Records for our Baseline Reading Data assessment and Teachers College On-Demand Writing assessment for writing. For phonics, we use a Letter and Sound Identification screener for all students in K and 1 (if they are reading below grade level), and we administer the Walpole/McKinney Decoding Inventory. Based on information gained on these assessments, we are able to group students into targeted small group instruction.</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>For ELA, we offer small group, Tier 1 and 2 intervention in phonics delivered through SPIRE reading program. This can be administered by a trained Teaching Assistant or Classroom Teacher depending on need. This is offered in English. We also offer a pull-out reading intervention program for students in K-2. This service uses Recipe for Reading and is conducted in English. Additionally, depending on certain students needs the ENL teacher makes smaller groups with one to two students to close learning gaps. Throughout the year, the ENL teacher is reshuffling groups to ensure that learning needs are being met. For math - we have a pull -out program lead by our Math Coach. We use Dreambox, online math, to support student intervention.</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>Using the following assessments, TCRWP Running Records, On-Demand Writing Prompts, as well as notes and classroom observations, the ENL teacher and classroom teacher can determine if ELLs are making progress or if additional language supports are needed. Information from these assessments is collected 4 times a year for reading and six times a year for writing. In addition, phonics word recognition data is collected three times a year using the Walpole McKenna screener. Student progress and data is entered into a school-wide data template. The ENL teacher and classroom teacher will identify the specific areas where students need additional support and then adapt instruction to address the student's needs. If the classroom teacher and the ENL teacher agree further intervention is needed, they will consult with the RTI team who will provide the teachers with activities and supports, and possibly outside specialist support for tier 1 in-class interventions for six week period. After the six-week period, the RTI team will determine if the student has made progress in the areas identified as needing support, or if further intervention is needed. This will be based on student progress with running records, phonics assessments and on-demand writing assessments.</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>TCRWP Running Records, Concepts of Print, Letter/Sound Identification, High Frequency Word List, and Writing Rubrics. For Math, we use TERC Investigations Math assessments both pre/post unit and within the unit.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We don't have the tools or staff to evaluate ELLs in their home languages. All assessments are conducted in English. We do, on assessments provide glossaries and Bilingual Dictionaries. We continually assess student and family needs since so many of our families are multi-lingual.</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 meet in grade team meetings to examine our formal Running Record data four times a year and focus on key subgroups - ELLs, SWDs. We also administer pre and post writing assessments for each unit and score these using the TCRWP Writing Rubric. We also administer the NYS ELA and Math exam. Each November, grade teams analyze the Item Analysis report to notice trends and areas of growth for whole school and subgroups such as ELLs. Our ENL teacher works with administration to analyze NYSESLAT data for trends and areas of growth.</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The ENL teacher administers and we partner with nearby schools to conduct off-site scoring of the assessment with other ENL teachers. During the administration, since our ELL teacher administers the test, students continue to receive instruction by their classroom teacher.</p>
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Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The structure of our instruction allows for all students, including ELLs with IEPs to access the grade level content. This is through the workshop model. Once a classroom mini-lesson is delivered, students then work independently at their level. This comes through reading books on their grade level, writing about topics they are familiar with, and engaging in math work that is scaffolded for their ability. During independent work time, students are able to work in small groups or 1-1 with the classroom teacher on their specific areas of growth. We also ensure that teachers are trained professionally by our literacy consultants to conduct small group, targeted instruction around student needs. We also ensure that all students with IEPs have 100% of their services delivered, and if in an ICT classroom, taught by a certified special education teacher. We also budget for a full-time ENL teacher.</p>
<p>b. SIFE</p>	<p>We do not have any SIFE.</p>
<p>c. Newcomer</p>	<p>100% of our ENL students are newcomers. The structure of our instruction allows for all students, including ELLs with IEPs to access the grade level content. This is through the workshop model. Once a classroom mini-lesson is delivered, students then work independently at their level. This comes through reading books on their grade level, writing about topics they are familiar with, and engaging in math work that is scaffolded for their ability. During independent work time, students are able to work in small groups or 1-1 with the classroom teacher on their specific areas of growth. We also ensure that teachers are trained professionally by our literacy consultants to conduct small group, targeted instruction around student needs. We also budget for a full-time ENL teacher.</p>
<p>d. Developing</p>	<p>For Developing ELLs, The structure of our instruction allows for all students, including ELLs with IEPs to access the grade level content. This is through the workshop model. Once a classroom mini-lesson is delivered, students then work independently at their level. This comes through reading books on their grade level, writing about topics they are familiar with, and engaging in math work that is scaffolded for their ability. During independent work time, students are able to work in small groups or 1-1 with the classroom teacher on their specific areas of growth. Students utilized programs such as Reading A-Z, DreamBox, and ReadWorks to access differentiated reading content to develop literacy skills. For example, Reading A-Z provides audio versions if students aren't able to read the L1 language. This also develops the listening modality to support pronunciation and literacy skills. Students are pre-taught vocabulary to provide a chance to identify words and use them in context. Students are provided with a vocabulary walls, graphic organizers, sentence stems, and sentence frames as a scaffold to access the writing content. Furthermore, Developing students provide visual representations to make connections to the vocabulary. Furthermore, teachers are trained professionally by our literacy consultants to conduct small group, targeted instruction around student needs. Lessons are modified based on a student's needs to access content accurately.</p>

e. Long Term	Long term ELLs who are struggling academically due to their limited English skills receive instructional supports. ELL/MLs receive home language supports, visual strategies, sentence frames, sentence stems, and graphic organizers. These supports ensure that students are meeting their learning needs to meet their language goals. Long Terms ELL supports are based on the students past NYSESLAT performance. They are targeted towards the language goals based on the Universal English Development Rubric that the ENL Teacher uses this to track how the student is working with/towards grade level content. Students utilized programs such as Reading A-Z, DreamBox, and ReadWorks to access differentiated reading content to develop literacy skills. Furthermore, the ENL teacher and classroom teachers utilize academic intervention programs such as Sounds Sensible and Spire to develop reading skills. The ENL provider, service providers and classroom teachers will continue to collaborate to plan effective lessons with appropriate modifications. These modifications ensure that students have access to the academic and language content.
f. Former ELLs up to two years after exiting ELL status	We continue to track student progress on school assessments to ensure former ELLs are making grade level progress. ELL teacher works with classroom teachers to provide instructional resources or additional supports for the child that the classroom teacher implements through whole class and small group instruction.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	ENL teacher provides curriculum support and needs based on family needs - in our families, the trend is that majority of our ELL families are multilingual or one parent speaks English thus not requiring intense home language support. Routine conferences, annual meetings ensure that supports are delivered as needed. Many ELL students come to our school with literacy skills in their home language.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	Professional Development for teachers of ENL Students: Our teachers meet monthly in grade team groups for literacy and math. During this time, teachers analyze student data based on in-class running records, writing pieces, and math assessments. The teachers work with the ENL teacher and our coaches to plan targeted small group supports for ENL students. Teacher also analyze their whole class data and look at pockets of ENL subgroups to note assessment progress and plan whole-class instruction. In addition, our teachers receive 10 days of coaching through TC RWP consultants. This helps in planning and working with students in literacy, especially ELL students. Our ENL teacher consults with teachers regarding individual student concerns and offers supports and interventions. The ENL teacher attends PLOs offered by the Manhattan Borough Field Support Center as well as attends off-site Teachers College Professional Development sessions that specifically address the needs of ELLs. Our ENL teacher also sits on grade team meetings during our TC Consultant days. All staff engage in on-going professional development around our SEL Curriculum, RULER.
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).	Professional Development for teachers of ENL Students: Our teachers meet monthly in grade team groups for literacy and math. During this time, teachers analyze student data based on in-class running records, writing pieces, and math assessments. The teachers work with the ENL teacher and our coaches to plan targeted small group supports for ENL students. Teacher also analyze their whole class data and look at pockets of ENL subgroups to note assessment progress and plan whole-class instruction. In addition, our teachers receive 10 days of coaching through TC RWP consultants. This helps in planning and working with students in literacy, especially ELL students. Our ENL teacher consults with teachers regarding individual student concerns and offers supports and interventions. Teachers are responsible for keeping agendas and CTLE certificates as a record of attendance. The ENL teacher attends PLOs offered by the Manhattan Borough Field Support Center as well as attends off-site Teachers College Professional Development sessions that specifically address the needs of ELLs. Our ENL teacher also sits on grade team meetings during our TC Consultant days. The ENL Teacher is responsible for keeping agendas and CTLE certificates as a record of attendance.

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>Our school uses their Title III funds to provide after-school, monthly gatherings for our ELL families. It is lead by our ENL teacher and Art Teacher. The activities allow families chances to share their culture with others as well as work with their child to strengthen their reading, writing, listening and speaking skills.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>At P.S. 183, meeting for ELL families are held throughout September and the beginning of October via Zoom. These meetings are used to talk about NYSESLAT results. In September, our school hosts a curriculum night where the ENL teacher discusses how the groups are structured, instructional models, ENL supports, at-home supports, and how the groups are structured. These meetings help parents understand whats going on in school and how they can support their child at home. Furthermore, they're able to voice their concerns that they notice. Teachers are accessible/Parent Engagement Time. Teachers and staff at 183 are very accessible for families and offer times for them to meet to discuss their child's needs. If parents needed on-site translation, it would be provided. We also use the translation, over the phone services as well based on parent need.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>Nothing more at this time.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>P.S. 183 offers academic enrichment programs in K-5, for all students. Both our new enrolled, current and former ELLs participate in these activities as they are offered during the school day. Our partnerships with these enrichment organizations are as follows: Chess NYC (K-2), Global Classroom (Grade 3), NY Historical Society (Grade 4), and National Dance Institute (Grade 5). These programs are supervised by the classroom teacher and teaching artists so that any adaptations for ELL students can be made to fully participate. We also offer an Academic Reading program, after school, for ENL students to attend one six week cycle for grades 1-5 and one six week cycle, grade K. This after school program is taught by P.S. 183 teachers. Students receive small group, targeted literacy instruction twice a week for one hour. Our Art Teacher and ENL partner to provide monthly family ENL get togethers. These get togethers bring our ENL students and families together to build a community within the ENL community. Throughout the year, they planned remote activities via zoom and then towards the middle of the year transitioned into in-person events. Topics range from sharing aspects of your culture, celebrations of various holidays, incorporated cultural relevant read alouds, virtual museum trips, and games.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The titles of the members of the identification team is the Principal, Assistant Principal and ENL Teacher. At P.S. 183, when we receive a new admit, our enrollment secretary provides the ENL teacher with the Home Language Survey. Based on how the parent answers the questions the ENL determine eligibility for New York State Identification Test for English Language Learners (NYSITELL) based on the Home Language Survey and an interview with the student with questions. Students are interviewed within the first the day of school to ensure that the student needs to take the NYSESLAT or not. If the ENL teacher isn't sure if the student would qualify for the NYSESLAT based on their answers then the ENL asks the principal or assistant principal for support. The ELL identification process must be completed within 10 school days of initial enrollment or 20 days for students who enroll with an IEP. These questions include "What is your favorite color?" "How many siblings do you have?" "What is your favorite book to read?" HLIS must be administered by a trained pedagogue. For the TRAF (ATS Transfer Student) screen is used to identify students who are readmitted and who have previously attended a NYS public school. The TRAF will ask if the student was enrolled in the NYS public school system within the last two years. Additionally, a NYS transfer ELL Data Request form is needed. The school will request a copy of the HLIS, NYSESLAT/NYSESLAT scores, and proficiency level to send to the school. This letter includes a letter head and signed by the principal.</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
Luann	Propper	Parent Coordinator	2020	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
NA	NA	NA
NA	NA	NA
NA	NA	NA

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	English	98.72	English	98.18
Chinese (ANY)	Chinese (ANY)	.73	Chinese (ANY)	.82
Coatian	Croatian	.09	Croatian	.09
French	French	.09	French	.09
Hebrew	Hebrew	.09	Hebrew	.09
Japanese	Japanese	.18	Japanese	.18
Korean	Korean	.09	Korean	.09
Polish	Polish	.18	Polish	.18
Russian	Russian	.18	Russian	.18
Spanish	Spanish	.09	Spanish	.09

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	5	5
Polish	1	1
Arabic	1	1
French	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>At registration, all parents are interviewed by the train pedagogue, at which time they indicate if they need translation and interpretation assistance. This information is duly entered into ATS. The RRPL report is generated to determine that all parents are receiving the assistance they need. If there are errors, the UPPG is used to update language preference. Less than 1% of our parents request formal translation services.</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.
IEP	Annually	Teacher Translated

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	Twice, Annually	Over the phone translation services or staff member.
IEP Meetings	Annually	Over the phone translation services, staff member, or hired, in person translator

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..)	As in all school emergencies, such as lock downs or evacuations, parents would need to call 311 or the Department of Education for information. If translation was needed, we would use a staff member or over the phone translating services.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	If translation was needed, we would use over the phone translation service.
(C) If a parent has an emergency and needs to contact the school.	We would use over the phone translation services.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>Prior to parent teacher conferences, our ENL teacher will provide a brief information sheet so teachers are aware of communication services and request them ahead of time.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>We provide and display the requirements indicated above. There is always assistance provided as needed to ensure families feel supported in their language needs.</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>Questionnaires are collected at the beginning of the year asking about parent language needs. Parents are provided additional directions in their language that inform them of available interpretation resources such as over the phone interpretation at the school as well as staff members that speak their language.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We did not implement it last year. We will use the data from this year to make adjustments.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	P.S. 183 - Robert L. Stevenson
DBN:	02M183
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	60
Total # of teachers in this program:	8
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	N/A

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>a. Rationale: In the United States, ELLs typically perform lower than their native peers. To help bridge this gap, we will extend our existing direct supplemental instruction program made possible by the Title III LEP funds to support ELLs. This program provides supplemental after school instruction in a small group setting which allows for our ELLs to learn in a less threatening environment with ample opportunity to speak. Research shows that students need repeated exposure, instruction, and engagement with targeted vocabulary words to learn new vocabulary and use it in speaking and writing. Our program is thematic in nature and allows for students to have repeated exposure to vocabulary through listening and reading as well as opportunities to use learned vocabulary in speaking and writing which will in turn help them perform better during the day. The total number of ELLs, to be served will be 40-60 students. The program will be paid in part with the Title III LEP funds. b. Subgroups and Grade Levels to be Served: ELLs, Former ELLs c. Schedule and Duration: Tuesdays/Wednesdays 3-4:00 pm / January, February, March, April and May. d. Language of Instruction: The language of instruction for the supplemental direct instruction after school will be English. e. Number of Types of Certified Teachers: During the after-school supplemental program there will be 8 certified teachers (one certified ENL teacher and 7 certified General Education/Special Education teachers.) f. Types of Materials: Instructors will use classroom books and leveled reading kits to offer authentic classroom texts that match current reading levels of students and support guided reading instruction and phonemic awareness/word study development. The texts, which cover a variety of science and social studies topics, will be used to teach area vocabulary and support the content area units of study students are learning in their classrooms.</p>
<p>Rationale</p>	<p>a. Rationale: In the United States, ELLs typically perform lower than their native peers. To help bridge this gap, we will extend our existing direct supplemental instruction program made possible by the Title III LEP funds to support ELLs. This program provides supplemental after school instruction in a small group setting which allows for our ELLs to learn in a less threatening environment with ample opportunity to speak. Research shows that students need repeated exposure, instruction, and engagement with targeted vocabulary words to learn new vocabulary and use it in speaking and writing. Our program is thematic in nature and allows for students to have repeated exposure to vocabulary through listening and reading as well as opportunities to use learned vocabulary in speaking and writing which will in turn help them perform better during the day. The total number of ELLs, to be served will be 40-60 students. The program will be paid in part with the Title III LEP funds.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>b. Subgroups and Grade Levels to be Served: K-5 ELLs, Former ELLs,</p>
<p>Schedule and duration</p>	<p>c. Schedule and Duration: Tuesdays/Wednesdays 3-4:00 pm / January, February, March, April and May.</p>
<p>Language of instruction</p>	<p>d. Language of Instruction: The language of instruction for the supplemental direct instruction after school will be English.</p>
<p>Number and types of certified teachers</p>	<p>e. Number of Types of Certified Teachers: During the after-school supplemental program there will be 8 certified teachers (one certified ENL teacher and 7 certified General Education/Special Education teachers.)</p>
<p>Types of materials</p>	<p>f. Types of Materials: Instructors will use classroom books and leveled reading kits to offer authentic classroom texts that match current reading levels of students and support guided reading instruction and phonemic awareness/word study development. The texts, which cover a variety of science and social studies topics, will be used to teach area vocabulary and support the content area units of study students are learning in their classrooms.</p>
<p>Include any additional details here:</p>	<p>NA</p>

The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Rationale: It is important for all teachers to have professional development in teaching in a culturally responsive way that will best serve the population of ELLs and Immigrant students in our school. As a staff we will use the texts "We Got This" by Cornelius Minor and "Culturally Responsive Teaching and the Brain" by Zaretta Hammond to anchor our work around these topics. In addition, eight. members of our staff will engage in an inquiry study around problem solving - with a focus on building K-5 consistent problem solving strategies at 183 around multi-step word problems. This inquiry group will turn key their findings to the whole staff. b. All teachers will be engaged in the equity work and professional development workshops. Eight teachers will engage in the inquiry group and will engage the whole staff with their work in the 2022-2023 school year. c. The professional development work will take place once a month on Mondays from 2:20-3:00 pm and on chancellor's day. d. Equity, culturally responsive teaching, problem solving strategies. e. In addition to the professional development led by school staff, "The Minor Collective" will also provide professional development workshops.</p>
<p>Rationale</p>	<p>Rationale: It is important for all teachers to have professional development in teaching in a culturally responsive way that will best serve the population of ELLs and Immigrant students in our school. As a staff we will use the texts "We Got This" by Cornelius Minor and "Culturally Responsive Teaching and the Brain" by Zaretta Hammond to anchor our work around these topics. In addition, eight. members of our staff will engage in an inquiry study around problem solving - with a focus on building K-5 consistent problem solving strategies at 183 around multi-step word problems. This inquiry group will turn key their findings to the whole staff.</p>
<p>Teachers to receive training</p>	<p>b. All teachers will be engaged in the equity work and professional development workshops. Eight teachers will engage in the inquiry group and will engage the whole staff with their work in the 2022-2023 school year.</p>
<p>Schedule and duration</p>	<p>c. The professional development work will take place once a month on Mondays from 2:20-3:00 pm and on chancellor's day.</p>
<p>Topics to be covered</p>	<p>d. Equity, culturally responsive teaching, problem solving strategies.</p>
<p>Name of provider</p>	<p>e. In addition to the professional development led by school staff, "The Minor Collective" will also provide professional development workshops.</p>
<p>Include any additional details here:</p>	<p>NA</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>a. Rationale: In order to support ELL and Immigrant families in integrating into the community and in learning ways to support their children at home, parent engagement activities will be held throughout the year. These activities will give parents the opportunity to improve their own speaking skills while also engaging in activities that will support their children at home.</p>
<p>Rationale</p>	<p>a. Rationale: In order to support ELL and Immigrant families in integrating into the community and in learning ways to support their children at home, parent engagement activities will be held throughout the year. These activities will give parents the opportunity to improve their own speaking skills while also engaging in activities that will support their children at home.</p>
<p>Schedule and duration</p>	<p>b. Schedule and Duration: 1.5 hours of per-session. Sessions will take place in November, December, January, February, March, April, May and June. Title III LEP will be used to cover the the November-March sessions, and the Title III Immigrant fund will be used to extend the program to wider population of immigrant students for the April - June sessions.</p>
<p>Topics to be covered</p>	<p>c. Topics to be Covered: New Years Across Cultures, Holidays Here and Abroad, Games for improving literacy for you and your child, Parents Favorite Books for Childhood, Plants and Poetry, Flag Day Art Celebration, Virtual Field Trips.</p>
<p>Name of provider</p>	<p>d. The engagement activities will be facilitated by the ENL and Art teacher.</p>
<p>How parents will be notified of these activities</p>	<p>e. How Will Parents Ben Notified: All ELL/Immigrant parents in our community will be emailed flyers and reminders of the upcoming family engagement classes along with the focus topic.</p>
<p>Include any additional details here:</p>	<p>NA</p>

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	\$1,296 ENL Parent Sessions \$5832 ENL After School Reading Program \$4860 ENL K After School Reading Program	2 staff members @ 54.00/hour x 1.5 hours per session - 8 times a school year. 6 staff members @54.00/hour x 3 hours per session - 6 weeks, Grades 1-5 5 staff members @54.00/hour x 3 hours per session - 6 weeks, Grades K
Purchased services -High quality staff and curriculum development contracts.	0	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	0	N/A
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	12,000	N/A

Allocation Amount (\$):	12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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