2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	06M319

School Name	M.S. 319 - Maria Teresa

Principal	Jessica Torres-maheia

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

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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 **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—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:	Maria Teresa Mirabal

District Borough Number (DBN):	06M319

Grades Served:	6,7,8

School Address:	21 Jumel Place NY, NY 10032

Phone Number:	212 923-3827

Fax:	212-740-8012

School Contact Person:	Jessica Torres-Maheia

School Contact Person Email Address:	JTorresmaheia@schools.nyc.gov

Principal:	Jessica Torres- Maheia

United Federation of Teachers (UFT) Chapter Leader:	Natalie Polanco

Parents' Association President:	Daiana Then

SLT Chairperson:	Natalie Polanco

Title I Parent Advisory Council Chairperson (PAC):	Daiana Then

Student Representative(s) Middle /High School:	Nathan Perez

Student Representative(s) Middle /High School:	Dasayra Fana

Community Based Organization (CBO) Representative:	Traciz Geraldo

School-Based Students in Temporary Housing (STH) Liaison:	Elsa Suazo

District Information

Geographic District:	06

Superintendent:	Manuel Ramirez

Superintendent's Office Address:	333 Seventh Avenue, 8 th Floor N.Y. N.Y. 10001

Superintendent's Email Address:	MRamire4@schools.nyc.gov

Phone Number:	212 923-3827

Fax:	

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	
Jessica Torres-Maheia	Principal or Designee*		
Natalie Polanco	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Daiana Then	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Milca Zapata	District Council 37 (DC 37) Representative (staff), if applicable		
Daiana Then	Title I Parent Advisory Council Chairperson (or alternate)		
Nathan Perez	Student Representative (Required for middle and high schools)		
Dasayra Fana	Student Representative (Required for middle and high schools)		
Traciz Geraldo	CBO Representative, if applicable		
Natalie Polanco	Chairperson/Staff		
Jay Colon	Timekeeper/Staff		
Penelope Duda	Secretary/Staff		
Isabel Rosado	Financial Liaison/Staff		
Ely Gomez	Member/ Parent		
Yarismer Salvador	Member/Parent		
Aldonsa Baez	Member/Parent		
N/A	N/A		
N/A	N/A		

Additional Stakeholder Signature Page

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

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

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	Create an inclusive and safe environment wherein students develop positive relationships and practice being independent thinkers and problem solvers---while taking an active interest in their own community.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	MS 319 offers a small learning community wherein students receive personal attention from all staff members. Our school population is made up a diverse group of students---many of which are English Language Learners representing a wide range of proficiency levels. Students, teachers, parents and administrators are constantly learning and growing together --- maintaining a community which is joined through a network of support, responsibility and accountability---striving for student success. Students are at the center of the learning experience. Our classrooms invite students to use inquiry and to apply their learning. Our community of learners celebrate diversity, high expectations. We create and maintain an inviting and professional physical atmosphere by keeping our hallways clean and bright. Inside the classrooms, the environment is sustained. We maintain partnerships with Children's Aid and FYI---not only as venues for academic support ---but also social emotional resources which promote holistic student growth and well-being.

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
MATH	6,7,8	I-Ready, In-House Curricula, Transmath	Standards Based Granulated Weekly Flow
ELA	6,7,8	I Ready, In-House Curricula, Wordly Wise Vocabulary, Rewards,HMH Into Literature	Standards Based Granulated Weekly Flow
MATH	6,7,8	I-READY	
ELA	6,7,8	I-READY	

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)
All Students	i-Ready Diagnostic	Spring 2022 SY: 59% of students were 2 or more grade levels below their current grade---as per diagnostic growth
x	x	x
x	x	x

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	80%	By June, 2023, the percentage of students performing at two or more grade levels below will Decrease 10%, from 80% to 70%, as measured by i-Ready Diagnostic.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
i-Ready Diagnostic Diagnostic Results Report	Percentage of students performing 2 or more grade levels below	80% of students 2 or more grade levels below	3% decrease in percentage of students performing 2 or more grade levels below	Additional 3% decrease in percentage of students performing 2 or more grade levels below	Additional 4% decrease in percentage of students performing 2 or more grade levels below

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/15/2022	Re-assessment or instructional resources and systems, Standards Based Instructional Flows, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks
10/16/2022	11/28/2022	I-Ready Diagnostic Baseline (BOY), In-House Baseline Assessment and Item Skill Analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
12/01/2022	01/31/2023	I-Ready Diagnostic (MOY), In-House Cumulative Periodic Assessment(s)-#1 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	I-Ready Diagnostic (MOY)- window continues, In-House Cumulative Periodic Assessment(s) #2 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
03/16/2023	04/30/2023	In-House Cumulative Periodic Assessment(s) and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
05/01/2023	06/28/2022	I-Ready Diagnostic (EOY)- Final In-House Cumulative Periodic Assessment(s)-#3 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2023	School Website, parent outreach	FYI/ Children's Aid
09/08/2022	06/28/2023	School Website, parent outreach	FYI/ Children's Aid

Human Resources	All Staff, CBO's
Instructional Resources	I Ready, In-House Baseline Assessments, In-House Periodic Assessments, Portfolio Tasks, Instructional Flows, Wordly Wise Vocabulary, HMH Into Literature, Renaissance, MyOn, REWARDS Reading
Schedule Adjustments	N/A
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)
All Students	i-Ready Diagnostic	Spring 2022 SY: 39% of students were 2 or more grade levels below their current grade---as per diagnostic growth
x	x	x
x	x	x

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	X	By June, 2023, the percentage of students performing at two or more grade levels below grade level will Decrease 10%, from 70% to 60%, as measured by i-Ready Diagnostic results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
i-Ready Diagnostic Results Report	Percentage of students performing 2 or more grade levels below	70% of students at 2 or more grade levels below	3% decrease in percentage of students performing 2 or more grade levels below	Additional 3% decrease in percentage of students performing 2 or more grade levels below	Additional 4% decrease in percentage of students performing 2 or more grade levels below

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/15/2022	Re-assessment or instructional resources and systems, Standards Based Instructional Flows, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks
10/16/2022	11/28/2022	I-Ready Diagnostic Baseline (BOY), In-House Baseline Assessment and Item Skill Analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
12/01/2022	01/31/2023	I-Ready Diagnostic (MOY), In-House Cumulative Periodic Assessment(s)-#1 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	I-Ready Diagnostic (MOY)- window continues, In-House Cumulative Periodic Assessment(s) #2 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
03/16/2023	04/30/2023	In-House Cumulative Periodic Assessment(s) and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input
05/01/2023	06/28/2023	I-Ready Diagnostic (EOY)- Final In-House Cumulative Periodic Assessment(s)-#3 and Item Skill Analysis and standards based growth analysis, School Wide Standards Based/Writing Interim Assessments---Portfolio Tasks, Adjusted Standards Based Instructional Flows based on pacing, student need and teacher input

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2022	Website, parent outreach	FYI/ Children's Aid
09/08/2022	06/28/2023	Website, parent outreach	FYI/Children's Aid

Human Resources	All school staff, CBO's
Instructional Resources	I Ready, In -House Baseline Assessment, In-House Periodic Assessments, Portfolio Tasks, Instructional Flows, Transmath, Delta Math
Schedule Adjustments	N/A
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)
Revision and adjusted implementation of strategies and systems centered around providing personal attention and support to student needs and behaviors---both academic and socio-emotional	A score of 77% in the area Personal Attention and Support as per the 2021-2022 NYC School Survey	A 27% drop in percentage points (from 87%to 60% of students responding favorably) to the question: " In how many classes, this school year, do YOU feel the following statement is true? My teachers...support me when I am upset.
Revision and adjusted implementation of strategies and systems centered around providing personal attention and support to student needs and behaviors---both academic and socio-emotional	x	A 19% drop in percentage points (from 81% to 72% of students responding favorably) to the question: "In how many of your classes, this school year, do YOU feel the following statement is true? My teachers notice if I have trouble learning something."
x	x	x

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	77%	By June, 2023, practices related to Personal Attention & Support will improve 5% points, from 77% to 82%, as measured by the percentage of students who responded favorably in the NYC School Survey

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)
		2021-2022			
NYC School Survey	Personal Attention and Support Category	Overall score-77%	78%	80%	82%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	09/30/2022	Review Survey Data--Identify specific areas which are in need of improvement
10/01/2022	11/30/2022	Launching a target behavior, intervention plan and preventative strategy kid talk teacher cycle---with a small cohort---students are identified and initial steps are discussed and implementation begins.
12/01/2022	01/31/2023	Monitor results----and design change strategy if needed

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/15/2023	Conduct or discuss a follow-up socio emotional and academic---student needs analysis.
03/16/2023	04/30/2023	Expand target behavior, intervention plan and preventative strategy kid talk teacher cycle---to a larger cohort---students are identified and initial steps are discussed and implementation begins.
05/01/2023	06/28/2023	Monitor results----and design change strategy if needed

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/31/2023	Parent outreach and involvement in above process and strategies	FYI/ Children's Aid
02/01/2023	06/28/2023	Parent outreach and involvement in above process and strategies	FYI/ Children's Aid

Human Resources	All School staff, CBO's
Instructional Resources	x
Schedule Adjustments	N/A
Other Resources Needed	Afterschool and or Saturday extra-curricular activities

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)
Ensuring that all Students With Disabilities' mandates are fully matched	Program Services Linkage Report- percent receiving and 100% of services linked	Large SWD population, licenses, staffing, school programming and STARS programming
x	x	x
x	x	x

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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)	87	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the number of students with mandates fully matched ---as reflected in the Program Linkage Report ---by 5%, from 87% to 92%, as measured by % of mandates fully matched.

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)
		4 October 2022			
PROGRAM SERVICES LINKAGE REPORT	Total Mandates Fully Matched	83% Fully Matched	87% Fully Matched	89% Fully Matched	92% Fully Matched

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	06/28/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Careful IEP review, programming considerations and teacher/ support staff/ provider collaboration
09/08/2022	06/28/2023	Develop appropriately rigorous standards-aligned annual goals	Differentiated resources provided in weekly departmental flows and in grade level assessments
09/08/2022	06/28/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Careful IEP review, programming considerations and teacher/support staff/provider collaboration
09/08/2022	06/28/2023	Ensure that programs and services mandated on each student's IEP are delivered	Careful IEP review, programming considerations and teacher/ support staff/provider collaboration
09/08/2022	06/28/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Careful IEP review, programming considerations and teacher/ support staff/provider collaboration
09/08/2022	06/28/2023	Conduct IEP meetings within specified compliance dates	Adhere to scheduled dates
09/08/2022	06/28/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Careful IEP review, programming considerations and teacher/ support staff/provider collaboration

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2023	Parent outreach and involvement in the process above	FYI/ Children's Aid
09/08/2022	06/28/2023	Parent outreach and involvement in the process above	FYI/ Children's Aid

Human Resources	All Staff and CBO's, Speech Staff, School Psychologist, Guidance
Instructional Resources	Departmental Flows and school wide modified tasks, IEP Goal Tracking, Transmath, REWARDS reading, i- Ready,
Schedule Adjustments	N/A
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)
AIS Push In	Class availability, teacher content area specialty and student needs	Push-in	Small Group	During	No
SETSS	Mandated Services	Pull Out/Push In	Small Group/one to one	During	No
ENL Services	Mandated Services	Pull Out/Push In	Small Group/ one to one	During	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)
Extracurricular Activities	All Students	Afterschool Sports	Small Group	Afterschool	No
School Social Worker	All Students	Pull Out/Small Group	Small group/ one to one	During	No
Guidance Counselor	All Students	Pull Out/Small Group	Small group/Full class	During	No
CBO- FYI/Children's Aid	Student/ Family Selection	Afterschool	Small group	After School	No
School Psychologist	All Students	Pull Out	one to one	During	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	48

Describe the services you are planning to provide to the STH population.	Socio Emotional Support Academic Support Technology Uniforms General School Supplies

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
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. Middle School 319, 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.

Support for Parents and Family Members of Title I Students
Middle School 319 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)

Middle School 319, 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:	6
Borough:	Manhattan
School Number:	06M319

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	Jessica Torres
Assistant Principal	Penelope Duda
Coach	Derek Pilla
Coach	Leirilyn Montero
English as a New Language (ENL)/Bilingual Teacher	Isabel Rosado
School Counselor	Melanie Yu
Teacher/Subject Area	Alejandro Rivera/Math
Teacher/Subject Area	Rose Abreu/Science
Parent	Jennifer Ramirez
Parent Coordinator	Milca Zapata
Related-Service Provider	Mayra Garcia, Bilingual Speech Provider

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	N/a
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
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:	7
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	2

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]:	1

D. Student Demographics

Total number of students at your school (excluding pre-K):	237
Total number of current ELLs at your school:	57
Total percentage (%) of current ELLs at your school:	24%
Total number of former ELLs at your school:	44
Total percentage (%) of former ELLs at your school:	19%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	TBE	Spanish	2003							.5		1.5					2.0
TBE																	0
TBE			2006														0
DL	50/50	Spanish	2008							1	1	1					3
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 1.5	total: 1	total: 2.5	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	Yes

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**.

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]). Stand-alone English as New Language (ENL)	In the Stand-alone ENL program students receive instruction in English with support in their home language--- in addition to specific instructional strategies. Classes travel together as a block. Classes students are grouped heterogeneously.
Integrated English as New Language (ENL)	In the Integrated ENL program students receive instruction in English with support in their home language. TESOL certified teachers provide mandated minutes. Classes travel together as a block. Classes are grouped heterogeneously.
Bilingual Education (If applicable) - Transitional Bilingual Education (TBE) program - Dual Language (DL) program	In the Transitional Bilingual Education and program(s) students receive instruction in the subject areas in their home language . Classes travel together as a heterogenous group or block. They also receive HLA classes based on number of minutes required. In the Self Contained Bi-Lingual classes students of no more than two grade levels are grouped. Students receive instruction in two subject areas in their home language. They also receive HLA classes based on number of minutes required. In the Dual Language Program --classes receive instruction in both English and Spanish. Classes travel together as a heterogenous block or group. They also receive HLA classes based on number of minutes required.

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?	In the Dual Language program's students receive instruction from a TESOL certified teacher. They also receive HLA from a LOTE teacher. In the TBE programs---students receive mandated minutes from a TESOL certified teacher. They also receive HLA from a LOTE teacher In the BIL Sped programs---students receive instruction in content areas from dual licensed teachers (Sped/ Bil Ext) Integrated ENL students receive mandated minutes from a TESOL certified teacher.

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	Dual language classes follow a self-contained model. They are integrated 100% of the time.
In which language(s) is each core content area taught?	Spanish and English
How is instruction designed to include both languages?	Classes are designed so that instruction occurs in both Spanish and English. This occurs through a combination of TESOL certified teachers, teachers with BIL Extension and bi-lingual staff members
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	Both languages are taught sequentially.

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	Math, Science, Social Studies.
How is the students' home language integrated into instruction?	Students home language is integrated through supports in their home language by bi-lingual teachers, TESOL teachers, staff with Bilingual Extensions and a LOTE certified teacher.

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Per the ELL Data Analysis Tool for SY 2022-2023, 32.7% of MS 319's ELLs are considered Newcomers. No students are classified as SIFE. Newcomers receive most of their Core Content Area instruction in Spanish or through ENL strategies appropriate for their level. Additionally, Newcomers attend ENL classes separately in a homogenous class setting, which targets their instructional and language needs. These students are also targeted for pull-outs to work in Stand-Alone small group ENL settings. Newcomers also participate in "Language Development Centers" that enable them to work individually with their ENL teacher, cooperatively with other Newcomers in small groups and independently with programs such as "USA Learns" that works to build foundational English language skills, while targeting the 4 modalities of Speaking, Listening, Reading and Writing.

What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	21.8% of our ELLs are designated as Long-Term ELLs according to the Fall 2022 EDAT, and 40% are considered "potential long term ELLs". Many Long-Term ELLs are considered Students with Disabilities and as such their NYSESLAT results are shared with all service providers so that the language needs are addressed holistically. Many of these students have achieved native-like conversational English, but have difficulty applying academic language, particularly in writing. To address this need, students are trained throughout the school year in the use of transitional words, essay structure, as well as the construction of short and extended responses. Additionally, students participate in extensive vocabulary instruction focused on deconstructing words into prefixes, lexemes, and suffixes in order to figure out their meaning. These skills are spiraled into all Core Content areas.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	17.3% of MS 319's students are former ELLs or ELLs who placed out during the 2021 or 2022 Spring NYSESLAT. MS 319 provides services to former ELLs through the Integrated ENL model so that former ELLs receive ENL services through the content area of Social Studies or Science depending on their grade level. As much as possible, former ELLs and their families are encouraged to remain or move into the DL program. As they become part of the English Proficient group, they continue to receive integrated ENL services in content area classes. They are included in the intervention list of the ENL teacher assigned to the group.
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?	When reviewing the 2021 and 2022, it is evident that the Speaking modality remains the greatest strength, while writing is the area of weakness. The trends for each modality are that overall, 8th grade students scored higher in all modalities than 6th and 7th graders.
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?	2022 saw a low number of ELA and Math test takers, while no students took the Regents test. All Transitioning, Expanding and Commanding students who took the ELA test received Level 1 or 2.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Trends reveal that at-risk ELLs, i.e. ELLs in Transitional Housing, who qualify for free lunch, have attendance and/or are Student with Interrupted Formal Education do achieve at a slower pace than students who do not fall not those categories. Our team's analysis reveals that the students who have the lowest rate of achievement are ELL boys with IEPs, especially those who also have attendance issues. This population, particularly those that are in transitional housing and/or have attendance issues are the target group for MS 319's partnership with two CBO's: FYI and Children's Aid. These CBO's provide after school programming such as homework help and club/sport activities, as well as provide families with support with food security, immigration counseling, physical and emotional health, and employment assistance.
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?	The home language of ELLs with the largest representation at MS 319 is Spanish. To support communication and learning that values this home language MS 319, the majority of MS 319 staff speak Spanish as either their first, second or third (or more) language. Those teachers who do not have Spanish proficiency are paired with staff members to support their communication with families. MS 319's current hiring process is focusing on hiring teachers with bilingual extensions or teachers who are bilingual in order to better address the language needs of our families and students.
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)?	The racial and ethnic classification of MS 319's ELLs is mainly students from the Dominican Republic, Mexico, Ecuador, Columbia, Egypt, Honduras, Philippines, Yemen and El Salvador, with the vast majority coming from the Dominican Republic as first or second generation immigrants. MS 319 utilizes student surveys and interviews to assess the types of activities and resources students would like to see incorporated into the curricula, school day and after school programming, which is included in the delivery of CRSE.
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?	In SY 2022-23 there are 31 ELLs or former ELLs with IEPs. Seven ELLs with IEPs received Commanding results in the 2022 NYSESLAT. Of the 25 ELLs with IEPs who took the NYSESLAT in 2022, 18 scored HIGH in speaking and 2 scored HIGH in writing. Of he remaining ELLs with IEPs, 14 are Expanding, 2 are transitioning and 2 are Emerging. The two Emerging students struggle with writing due to their disabilities.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The school's leadership team--comprised of school leadership, coaches and teachers who are certified bi-lingual certified--- considers MLs/ELLs in the school's instructional design through an analysis and modification of resources and materials based on student need. This is done in conjunction with the teachers who work with these groups and who are responsible for providing mandated minutes. Data, proficiency level and NGLIS are considered in terms of both placement, personnel and instructional design. The team meets periodically to discuss data, placement and trends to provide or modify the instructional design to best suit student need(s).
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.	Core content---across all subjects---is focused on explicit teaching and student engagement. The Next Generation Standards are incorporated into content---as they are directly connected to curriculum maps, pacing and instructional flow(s). Instruction and delivery is modified and scaffolded by content teachers to accommodate needs. Some of the methods used---which are featured in all models---to varying degrees-- are vocabulary introduction and application---including content specific and high-utility vocabulary, graphic organizers and writing frames, modified and engaging texts, listening selections, video and audio resources, translation technology, bilingual glossaries, leveled material, translated material, technology in general (i.e.: e-books, headphones, language programs etc...) translated assessment materials.
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.	Teachers utilize a variety of strategies to ensure that students are able to access academic content areas and accelerate English language development such as: -Use of technology such as online dictionaries, translation platforms and instructional videos. -Graphic organizers in all content areas. -Text reading technology. -Small group discussion prompts to encourage student to student accountable talk. -Small cooperative learning groups, one-on-one teacher conferences and tiered interventions. -Independent work with language/vocabulary/content programs such as USA Learns, i-Ready, Delta Math and Wordly Wise. -Use of the MyOn reading program which provides students with a wide variety of books to read in English and Spanish across the content areas. -Renaissance reading program which tracks students reading progress in books in English and Spanish. -Partnership with Carmel Hill Foundation which offers an incentive program for students who surpass their reading goals in Renaissance.
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?	Scheduling flexibility is used in working towards achievement of IEP goals through integrated classes and push-in services from TESOL teachers. Bilingual Special Education classes are taught by teachers with dual certification. In terms of curriculum and instruction, content---across all subjects---is focused on explicit teaching and student engagement. The Next Generation Standards are incorporated into content---as they are directly connected to curriculum maps, pacing and instructional flow(s). Instruction and delivery is modified and scaffolded by content teachers to accommodate needs. Some of the methods/vehicle used are but not limited to---vocabulary introduction and application---including content specific and high-utility vocabulary, graphic organizers and writing frames, modified and engaging texts, listening selections, video and audio resources, translation technology, bilingual glossaries, leveled material, translated material, technology in general (i.e.: e-books, headphones, language programs etc...) translated assessment materials.

Know Every Student Well

SCREENERS	
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?	MS 319 uses STAR Reading, Renaissance/Accelerated reader, iReady, and school-created assessments to guide instructional planning for ELLs. This data is used to inform instruction and any push-in services delivered in the classroom--- for our ELL's--- as well as place them in any applicable intervention programs.

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.	Targeted interventions include: i-Ready (Expanding and Long Term), USA Learns (Newcomers, Entering an Emerging ELLs), Ready Set Go! (for high level Emerging ELLs and Transitioning ELLs), School based modifications and designed interventions and I-Ready for Expanding and Long term ELLs, Afterschool and Saturday Program in Literacy and Mathematics. Interventions are offered in English and Spanish depending on students language proficiency, family preference and best fit/need.
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.	N/A (6-8 school)
FORMATIVE 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?	MS 319 uses school-based and teacher-created assessment to inform instruction. Subject area assessments are translated to Spanish so that they are accessible to bilingual learners, and mini-assessments mirroring the NYSESLAT are utilized for students in the TBE program and ELLs in the Dual Language and Integrated ENL classes. MS 319 also uses i-Ready assessment and STAR Reading to monitor student progress in ELA and Math.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	STAR Reading in Spanish and school/teacher based assessments delivered in content areas---in addition to assessments given in HLA classes.
SUMMATIVE 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).	MS 319 uses the results of the NYSESLAT, NYS math and ELA assessments to help evaluate the effectiveness of ML/ELL programs and to inform instructional design and curricular decisions. This school year---the primary assessment used was the NYSESLAT---due to the small number of students who participated in the NYS Exams in the 2021-2022 SY. Performance on this exam helps to evaluates the performance of our programs---as well as playing a part in the instructional design and modifications done by the ILT and teachers. According to the Fall 2022 ELL Data Analysis Tool---89% of students who took the NYSESLAT fell into the "Progress Met" Category. In terms of modality---according to the ELL Data Analysis Tool--students performed at a "High" level (more than 90% of questions correct in that modality) in speaking and listening with more frequency--- than they did in reading and writing. Writing proved to yield the least amount of "High" results---Listening the most. That being said---no students fell into the "Low" designation (less than 15% of questions correct in that modality) in reading and listening and a very small percentage of students were represented in the "Low" category in writing and speaking This resulted in a continued effort to enforce extended and short response writing across the board, as well as streamlining and enhancing explicit teaching practices. An emphasis on modeled comprehension with guided to independent practice was an additional focus this school year.

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.	MS 319 taps the strength of our teacher teams to administer the NYSESLAT. Each session is proctored by a ENL teacher or ELA teacher. The NYSESLAT administration team includes: MS 319 Special Education/Bilingual Coordinator MS 319 AP for ENL and Bilingual Programs MS 319's ELA coach (also an ELA teacher) MS 319's Social Studies Coach (also an ELA teacher) MS 319's 2 bilingual special education teachers MS 319's 7 teachers with bilingual extensions MS 319's 2 TESOL teachers The scheduling of the test scoring ensures that no teacher is scoring the tests of students whom they teach for ENL or ELA. While the test is being administered MS 319 ensures that ELLs and former ELLs receive mandated services by administering the test in the morning and using flexible scheduling to ensure that services are provided later in the day. Also, if a class's ENL instruction is affected by the test, activities aligned to the NYSESLAT based on findings from previously administered school created assessments is provided to covering teachers so that students continue to work on building their language proficiency. Families are informed via email and messaging of the NYSESLAT assessment schedule. Staff are informed via email and the schedule is a shared document.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	Methods used to ensure ML/ELL students with IEPs have access and engage with grade level content are NGLS standards based curriculum, interaction with grade level non-fiction and fiction texts school and teacher based materials, listening and audio selections, vocabulary instruction, graphic novels etc...
b. SIFE	SIFE students engage with content in the methods mentioned above as well as periodic one to one "check-in's" with teachers and members of the ILT
c. Newcomer	Most Newcomers' parents select the TBE or the Dual Language program. Additionally, these students receive most of their Core Content Area instruction in Spanish or through ENL strategies appropriate for each level. MS 319 uses the Bilingual Common Core Progressions to design English Literacy lessons in which student output is scaffolded according to their level. In the case of Entering and Emerging level students, this means that they receive questions and answers separately and are tasked to match each question to the answer that corresponds to it. In the case of writing activities, it might mean that students receive cloze activities with word banks. Stand-alone ENL classes (8 periods per week) allow students to focus on social and academic language development in the four modalities. Content Area teachers work to apply strategies that will make content comprehensible and support students in producing language (writing or speaking) for assessment purposes. Many Spanish books are included in the classroom libraries for these students to engage with both literature and content reading. All students have access to Spanish libraries through the MYOn program, as well as English language books that meet their English reading levels. My On also allows students to listen to book to scaffold their understanding. Students also receive social/emotional support throughour partnership with Fresh Youth Initiatives and the Children's Aid Society.

d. Developing	Developing ELLs are equally distributed between the school's bilingual programs (DL and TBE). Half of the Developing ELLs in the ENL program are also Students with Disabilities. These students benefit from the use of the Bilingual Common Core Progressions that guide lesson planning as well as from access to bilingual libraries and glossaries. These students receive support through language-enhancing lessons (vocabulary, sentence structure, grammar) in the classroom as part of their ELA and ENL curricula. Since many of these students have writing as their area of focus as per NYSESLAT and in-house assessments, students who are close to becoming long -term ELLs, students work on text based writing, which focuses on the use of variety of sentences, organization and evidence from text for all types of writing (narrative, persuasive, argumentative, math journal writing, science reports, etc.). All teachers of developing ELL students are also use of graphic organizers and text reading programs to support ELLs understanding of complex texts. Developing ELLs also use the MyOn program and Renaissance to support their reading comprehension.
e. Long Term	In SY 2022-23, as per the EDUR data, 11 MS 319 students are considered long term ELLs, nine of whom are students with IEPs. MS 319's Long Term ELLs are mostly part of the school's special education and Collaborative Team teaching program, while the two students without IEPs are in the school Dual Language program. These students' NYSESLAT results are shared with all service providers so that the language needs are addressed holistically. While many of these students have achieved native-like conversational English (all but two scored HIGH in speaking on the 2022 NYSESLAT), they have a difficult time applying academic language, particularly in their writing. In order to address this need, students work throughout the school year on the use of transitional words, essay structure, as well as construction of short and extended responses. Additionally, students participate in extensive vocabulary instruction focused on deconstructing words into prefixes, lexemes, and suffixes in order to figure out their meaning. These skills are spiraled into all the Core Content Areas.
f. Former ELLs up to two years after exiting ELL status	As much as possible, parents of students who exit out of the ELL status are encouraged to remain or move into the DL program (if they are in the TBE program). They are usually in agreement as they see the value of their children's bilingualism. These students are then monitored by the ELA, ENL, and Content Area bilingual teachers to ensure that they are able to demonstrate their learning in English or Spanish appropriately. They become part of the English Proficient group as they continue to participate in bilingual instruction. Students who are not in the DL program are placed in classes in which there are Emergent Bilingual students at different levels receiving services, generally in the Collaborative Team Teaching classes. They are included in the intervention list of the ENL teacher assigned to the group. In either case, these students are pushed to continue developing academic language as many of the supports provided for Emergent Bilingual Students are not directly provided to them, but remain available if needed.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Students in the TBE, BIL SPED and DL classes receive 45 minutes of HLA instruction per day four times per week. Instruction in the HLA class is designed to provide home language support while working to retain a connection to ELA and ENL instruction. Support and language is assessed through the STAR Reading Exam in Spanish.
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.	MS 319's entire approach to student learning is focused on instructional strategies that target the language development of our students. MS 319 approaches student learning with the idea that "we are all ELLs" and that instructional strategies that work for ELLs work for all students. Therefore, the strategies that are the focus for professional development of all staff, including administrators, teachers, paraprofessionals, related service providers, school aids, secretaries, guidance counselors and parent coordinator have at their foundation the root of the academic and social/emotional needs of MLs/ELLs. Examples include: Strategies for vocabulary, intervisitations, staff development on ELL strategies, and a partnership with Carmel Hill (MyOn and Renaissance Programs).
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).	MS 319 holds ELL specific Professional Development sessions on ELL strategies throughout the school year. PD sessions include ENL and bilingual teachers who collaboratively focus on the needs of this particular population of students to discuss specific students and subgroups academic and social-emotional needs---in addition to adaptive instructional needs. In addition, ENL and bilingual teachers collaborate to plan lessons that target ELLs and incorporate ELL strategies during professional development times. ENL and Bilingual teachers share strategies and research that best support ELLs with teacher teams. Finally, ENL and bilingual teachers also share strategies with their colleagues in whole staff professional development settings as well as through shared lessons and student tasks.

Strong Family-Community Ties

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.	Families of ML/ELL students are sent emails and messages on a regular basis in their native language and English informing them of school events. MS 319 works with the School Based Organization Children's Aid society and the neighborhood organization FYI to provide students and their families' resources that they may not be able to obtain otherwise. Children's Aid and FYI help the community immensely in getting parents and their families help with counseling services, health and wellness services, etc. Children's Aid also offers bi-weekly food distribution services. MS 319 works with Children's Aid to offer workshops to parents such as: * Mental Health * Job readiness and skills * Immigration assistance Free ESL classes are also offered to all parent in the evening is conjunction with the NYCDOE Adult Learning Program. MS 319 has an active parent teacher association and School Leadership Team, both of which contain parents of ML/ELL students.
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.	Teaches of ELLs reach out to families on Tuesday afternoons to discuss student progress and language needs. Where translation is needed it is provided by the Parent Coordinator or partner teachers.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	MS 319's focus on language supports across the curriculum in all subject areas has helped our ELLs make progress in the past years and we look for ways to continually improve our ELLs academic and social-emotional outcomes. The MS 319 Arts Department secured a grant which brought a dance residency with DanceWave, a community organization whose mission is to create equitable access to quality dance education. This program exposes students to cultural artistic experiences to enrich their academic and social-emotional curricula. All MS 319 students take a music class and a theater, both of which help to enhance their language acquisition skills. MS 319 also has several after school sport teams which many ML/ELL students participate in as well. Additionally, many of our ELLs (current, former and long-term) participated in our Musical Theater productions of "Shrek: The Musical" and "High School Musical, Jr.". Students not only gained a rich artistic experience, but they also were immersed in vocabulary and language acquisition, while strengthening the speaking, listening and reading modalities, through the rehearsal and performance process.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

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).	MS 319 partner with the community based organizations FYI and Children's Aid to provide activities for newly enrolled, current ELLs. When new families enroll part of the process is to put them in contact with the organizations so that they are able to take advantage of the services that they offer such as immigration counseling, employment assistance, emergency grants, uniform assistance, mental heath counseling, food security assistance and after school programming.
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.	The ELL identification team includes the school secretary, special education/bilingual coordinator, AP for ESL and bilingual services and Parent Coordinator and the ESL teacher team. All have been trained in the identification of ELLs and use a schoolwide "checklist" when meeting and welcoming new families to the school. The school's bilingual/special education coordinator, in conjunction with the AP for ESL/bilingual (who hold a TESOL certification) review all of the information provided in the initial parent contact to determine if a student is an ELL or needs to go through the identification process. The ESL teacher team test the students (NYSITELL and LAB R) and also speak with teacher to determine students' SIFE status. The process is as follows: -Parents come to school and complete HLIS and program survey. -Parents watch video and go through orientation process. -ESL team tests students within 10 days of enrollment. -Students also complete screeners using i-Ready and teachers conduct interview to determine student's ELL status. -Parents are informed of students' test result and letters are placed in cumulative records. -All pertinent data is entered into ATS (Home language, parent preference, SIFE status). -Students are entered in STARS and programmed for ENL services as per the Part 154 requirements based on their ENL Level.

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
Montero	Leirilyn	Teacher	2022-23	Yes	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
N/A	N/A	N/A

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes

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	23%	English	23%
Spanish	Spanish	77%	Spanish	77%
Arabic	English	0%	English	0%

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
English	40	40
Spanish	20	20

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: • Part III of the Home Language Identification Survey (HLIS) • Automate The System (ATS) reports • Student Emergency Contact cards • Surveys conducted by your school.	MS 319 uses data from ATS reports which show the preferred language of parents, most of which is derived from the HLIS administered to students before they entered MS 319. For newly-enrolled families, the HLIS information is used. MS 319 also employs school-created surveys which are implemented each marking period to gather language preferences as well as other concerns, ideas and needs of the school community.

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.
MS 319 new student packet	Summer before entering	Language and Interpretation Team translates; the document is ongoing so only updates needed
MS 319 bi-weekly parent letter/email	Every 2 weeks	Language and interpretation team translates as letter to written (simultaneously)
Quarterly parent survey	Oct, Jan, Mar, June	Language and interpretation team translates as letter to written (simultaneously)

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	November, March	Teachers who do not speak Spanish are paired with bilingual paraprofessionals who do for interpretation
ELL parent meetings	January	Teachers who do not speak Spanish are paired with bilingual paraprofessionals who do for interpretation
Back to School Night	September	Teacher teams include Spanish-speakers and non Spanish speakers)who work together to convey all information bilingually (usually side by side
Graduation	June	Bilingual (side by side); lead by one Spanish dominant staff member and one English dominant speaker

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..)	MS 319 utilizes the School Messenger to reach parents with all announcements including emergencies. Program does automatic translation and also allows for voice translation (one recording in English, one in Spanish).
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Call placed by staff dominant in the language of the family.
(C) If a parent has an emergency and needs to contact the school.	Bilngual staff provide phone answering services in the office, also all parents have grade level supervisor school issues phone numbers. All grade level supervisors are bilingual.

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	Email and hard copy in first days of school
Over-the-Phone Interpretation Desk Aid	Email and targeted sharing of teachers who need during meetings (i.e. non-bilingual teachers)
Language Access Handbook	Email and hard copy provided in first days of school
T&I Unit InfoHub Link	Emailed and shared with all staff

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).	MS 319 trains all staff in Chancellors' Regulation A-663 and has all staff sign off on the training. Handbook is distributed to all staff and Language access Coordinator is available for any staff that has issues or concerns.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ 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	All messaging (notices, emails, text messages, etc) sent to parents are sent in English, Spanish and Arabic, the three language that MS 319 families speak. MS 319 makes limited-English Proficient parents aware of their right to receive information in their preferred language through the use of: -Translated signage (both school created and DOE-provided) -Brochures/flyers/letters shared with parents via email, sent home and available in office -At any parent engagement events translation services are offered -School Messenger service provides multiple languages that can be automatically utilized for text and voice messages -Parent's Guide to Language Access is provided to parents

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

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.	MS 319 maintains an open door policy with all parents. School administrators, teachers and staff (school aids, parent coordinator, school secretary), speak with parents on a regular basis to receive feedback on school systems including language services. School staff and teacher teams meet regularly to share feedback and look for collaborative ways to make improvements.
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.	To improve language services MS 319 ensures that all parents have updated emails and phone numbers so they can receive messages and emails from the school. Also any staff who do not speak parents' languages are partnered with staff who do. Some parents have provided feedback about the timeliness of that messages regarding school events and the staff has worked to improve in this area.

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:	MS 319
DBN:	06M319
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	30
Total # of teachers in this program:	12
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	10
Describe the direct instruction supplemental program here and include the • 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	The Title III grant is used to support the MS319 After School Support Program.
Rationale	The rationale of the program is to improve students language proficiency and foundational math skills.
Subgroups and grade levels of students to be served	The subgroups are newcomer and developing ELLs, Long Term ELLs, former ELLs and ELLs with IEPs. The program serves students in 6th, 7th and 8th grade.
Schedule and duration	The program meets two days per week for one hour after school, one day for Math and one day for English.
Language of instruction	The language of instruction is English , with Spanish support to enhance understanding.
Number and types of certified teachers	Two bilingual certified teachers serve students in the program, as well as six teachers with special education licenses.
Types of materials	The program utilizes school and teacher team-created materials.
Include any additional details here:	see answer in section above
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.	,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	The professional development program consists of sessions designed to develop content knowledge as well as enhance ELL strategies for adaptive instruction for all staff responsible for delivering services to ELL's.
Rationale	The rationale is to develop a staff who are proficient in curricular knowledge, instructional adaptation and scaffolding, instruction as it relates to NGLS standards, ELL strategies, data review, assessment options etc...
Teachers to receive training	All teachers who serve ELL students
Schedule and duration	Sessions are placed periodically within professional learning sessions---in part or whole---as well as in the provision of common planning time. In addition, smaller group and one to one sessions occur of the course of the school year---particularly with newer staff members.
Topics to be covered	Curricular knowledge, instructional adaptation and scaffolding, instruction as it relates to NGLS standards, ELL strategies, data review, assessment options etc...
Name of provider	Development is provided in-house
Include any additional details here:	N/A

PART D: PARENT ENGAGEMENT ACTIVITIES

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: - rationale - schedule and duration - topics to be covered - name of provider - how parents will be notified of these activities	Please see below
Rationale	MS 319's parent engagement aims to inform of and include parents in the events and functioning of the school both during the school day and after school.
Schedule and duration	Parent engagement occurs on Tuesday afternoons, as well as after school and during the school day.
Topics to be covered	MS 319 works with the School Based Organization Children's Aid society and the neighborhood organization FYI to provide students and their families' resources that they may not be able to obtain otherwise. Children's Aid and FYI help the community immensely in getting parents and their families help with counseling services, health and wellness services, etc. Children's Aid also offers bi-weekly food distribution services. MS 319 works with Children's Aid to offer workshops to parents such as: * Mental Health * Job readiness and skills * Immigration assistance Free ESL classes are also offered to all parent in the evening is conjunction with the NYCDOE Adult Learning Program.
Name of provider	Children's Aid and FYI
How parents will be notified of these activities	Families of ML/ELL students are sent emails and messages on a regular basis in their native language and English informing them of school events.
Include any additional details here:	MS 319 has an active parent teacher association and School Leadership Team, both of which contain parents of ML/ELL students.

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	N/A	
Purchased services -High quality staff and curriculum development contracts.	N/A	
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	N/A	

Allocation Amount ($):	N/A
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	SEF- Improving Personal Attention and Support (increase of 5 % points from 77%to 82%) IEP's- Mandates 100% met (increase of 92%) Math- Decrease of 10% in number of students scoring 2 or more grade levels below on diagnostic baseline ELA- Decrease of 10% in number of students scoring 2 or more grade levels below on diagnostic baseline

Part 5: "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated[2]</u>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$348,972	X	5A, B, & C
Title I, School Improvement 1003(a)	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	$12,182	X	5A, B, & C
Title III, Immigrant	Federal	NA		
Title IV, Part A	Federal	$22,260	X	5A, B, & C
Tax Levy (Fair Student Funding)	Local	$2,631,651	X	5A, B, & C

Explanation/Background

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

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

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

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

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

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

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional

program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the

school was unable to obtain the individual's signature.

- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.