

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	06M328
School Name	Community Math & Science Prep
Principal	Olga Quiles

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

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#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 6: SUBMISSION ASSURANCES

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

## CEP Guidance on Conducting a Comprehensive Needs Assessment

### CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
  
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
  - What theories or hypotheses explain the current student and school outcomes?
  - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Community Math and Science Prep
District Borough Number (DBN):	06M328
Grades Served:	6-8
School Address:	401 West 164th Street, NY, NY 10032
Phone Number:	917-521-2508
Fax:	917-521-7797
School Contact Person:	James Cole
School Contact Person Email Address:	jcole3@schools.nyc.gov
Principal:	Olga Quiles

United Federation of Teachers (UFT) Chapter Leader:	Miguel Quezada
Parents' Association President:	Elvis Zurita
SLT Chairperson:	Blaise Russo
Title I Parent Advisory Council Chairperson (PAC):	Elvis Zurita
Student Representative(s) Middle /High School:	
Student Representative(s) Middle /High School:	
Community Based Organization (CBO) Representative:	Warner Uribe
School-Based Students in Temporary Housing (STH) Liaison:	Elizabeth Araujo

## **District Information**

Geographic District:	6
Superintendent:	Manuel Ramirez
Superintendent's Office Address:	4360 Broadway, NY, NY 10033
Superintendent's Email Address:	mramire4@schools.nyc.gov
Phone Number:	917-521-3757
Fax:	917-521-3797

## **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
Olga Quiles	*Principal or Designee	
Chevelle Mckeever	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Elvis Zurita	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Barbara Rivera	District Council 37 (DC 37) Representative (staff), if applicable	
Elvis Zurita	Title I Parent Advisory Council Chairperson (or alternate)	
Warner Uribe	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Starlene Coleman	Member/Secretary	
Yira Dominguez	Member/Treasurer	
Blaise Russo	Member/Teacher	
Jessica Duran	Member/Teacher	
Michael Lorento	Member/Teacher	
Fatou Gueye	Member/Parent	
Elvia Moran	Member/Parent	
Lenin Santos	Member/Teacher	

## **Additional Stakeholder Signature Page**

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

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

Name	Position and Constituent Group Represented	Signature
Olga Quiles	Principal	
James Cole	Assistant Principal	
Blaise Russo	Special Education Lead/SLT Member	
Yira Dominguez	SLT/Parent	
Elvis Zurita	SLT/Parents Association President	
Rosalia Adames	Math Lead/ILT member	
Ashley Guilamo	ELA Lead/ILT member	
Herminia Saldana	Parent Coordinator	
Jeanette Marte	Bilingual Coordinator	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>CMSP 328 advocates for excellence in each of our diverse and unique learners. We do this in partnership with students, parents, teachers, staff, administration and the local community by supporting their academic, social, and emotional needs and growth. We provide a range of rigorous, real-world learning opportunities for all students with emphasis in mathematics and science to prepare them to become empathetic citizens and life-long learners who are informed, responsible, and actively engaged. Our students will strive to make positive, value-added changes to their local, state, national, and world communities for the purpose of improving every one's quality of life.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>CMSP 328 is located in the community of Washington Heights and draws students from here as well as the Inwood, Harlem, and Bronx communities. These communities have undergone demographic shifts that mirror changes that are occurring in New York City generally. CMSP 328's student population is diverse by every measure: Our current enrollment is 145 students from the Dominican Republic, Puerto Rico, Columbia, Ecuador, Mexico, Haiti, Venezuela, Yemen, and the United States. Our largest language group is represented by speakers of Spanish with over 60 students. A notable demographic shift is the increase in the number of Arabic speaking students. Another represented language group speaks Haitian-Creole. Over the last several years, CMSP 328 has also implemented many initiatives that support our students' academic and social-emotional growth and a positive, supportive school culture. We work with the "whole family", providing resources that can assist with the school community and home. The school's Welcome Center serves as a hub where families can access our Parent Coordinator and ENL Coordinator. School administration has an open door policy for families and teachers are accessible weekly during Tuesday Parent Outreach and at other times by appointment. School-day programs: In collaboration with the America Reads program and New York University, tutors work within our classrooms to provide academic support to individuals and small groups. Urban Advantage STEM initiative Hydroponics - Sprout by Design Creative Art Works Teachers will use the i-Ready program in support of student data collection and focused interventions. We have a longstanding relationship with New York - Presbyterian Hospital and their School Based Clinic. The clinic offers a full range of health services. Behind the Book is working with our ELA and Social Studies teachers to assist in the development student-centered, engaging reading and writing curriculum. Parent Engagement: We have established partnerships with families to communicate consistently high expectations. At the beginning of the year, a family contract is distributed to our families in both Spanish and English outlining school rules, school mission, and grading policy. Teachers and members of the School Based Support Team reach out to parents via phone calls, emails, and meetings to ensure that lines of communication are open to support student progress. Our automated telephone system also communicates information to our families. Our Parent Association schedules monthly PA meetings during the day and evening to accommodate scheduling needs of our parents. We understand that student achievement is the core of everything we do at CMSP 328 and have implemented the following initiatives in support of students and families: Parents and students have access to our online data system called Pupilpath, a part of the Skedula platform. Grades, attendance data, and anecdotes are regularly updated by teachers. Our attendance team works to provide updated attendance information to parents and facilitates parental outreach, interventions, and support for students with attendance-related challenges. During curriculum nights, our parents meet their children's teachers and learn about curriculum and the expectations for each subject area. On select nights, workshops in math, ELA, and "supporting your child at home" are held. After school programs provide a range of learning opportunities for our students Wednesday through Friday. In addition to these extended day programs, we hold a "Winter and Spring Academy," three half-days of instruction during the mid-winter and spring recesses. In addition, the school has an ongoing relationship with the Alvin Ailey Dance theatre which provides an after school dance program for our students. The Alvin Ailey Dance Theatre has provided after school programs in musical theatre and Afro-Caribbean Dance as well as dance performances for the school community.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Engage NY – Online materials used	Aligned to NYS ELA CCSS
ELA	6-8	HMH – Offered by DOE this school year (all online)	Aligned to NYS ELA CCSS
ELA	6-8	i-Ready Program – Diagnostics / Student Leveled Work	Aligned to Teacher made materials
ELA	6-8	IXL Program – Support curriculum being taught	Aligned to Teacher made materials
Math	6-8	EngageNY-PDF/Word Document (Remote)-Portfolio	Aligned with NYS CCSS
Math	6-8	i-Ready Program-Remote -Diagnostic/Measurement of Student Growth	Aligned with NYS CCSS
Math	6-8	Envision Math Program-Remote combined with Google Class	Next Generation Standard
Math	6-8	IXL Program-Remote-To prepare for NGSS	Envision Math/Next Generation Standards

## 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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Text Based Vocabulary to support writing across genres.	iReady, Teacher made materials and assessments, classwork	Lack of experience from elementary school, not enough exposure to a diverse selection of readings
Comprehension of Informational Texts	iReady, teacher made materials and assessments, classwork	Lack of skills, minimal checks for understanding, unequal access to topics
Close Reading of Texts	iReady, teacher made materials and assessments, classwork	Lack of fluency exercises of regular repeated readings, minimal use of complex texts

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

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
All Students	22	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10, from 22 to 32, as measured by Periodic Assessments.
English Language Learners	25	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 4, from 25 to 29, as measured by NYSESLAT.
Students with Disabilities	6	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 10, from 6 to 16, as measured by Periodic Assessments.

### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
Periodic Assessments	Performance assessments are given throughout the school year. When scoring, students who meet or exceed grade level, reach proficiency on a district level.	In Sept/Oct 2021, 8% of All Students will score on grade level.	25	28	32
NYSESLAT or NYSESLAT-aligned assessment	The NYSESLAT measures student progress in five performance levels. When a student scores in the Commanding range, they are assessed as proficient in English.	In Jan/Feb 2022, 11% of English Language Learners scored Commanding on the NYSESLAT.	27	29	29
Periodic Assessments	Performance assessments are given throughout the school year. When scoring, students who meet or exceed grade level, reach proficiency on a district level.	6	9	12	16

#### **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?)
08/03/2022	01/28/2023	ELA unit planning. ELA Team will review, assess, and modify english language arts units as they consider student needs.
09/08/2022	11/12/2022	Implement ELA Periodic Assessments / iReady baseline for All Students and Students with Disabilities. Implement NYSESLAT-aligned assessment for English Language Learners.
11/15/2022	11/19/2022	Report ELA Periodic Assessments / iReady and NYSESLAT-aligned baseline data to staff. Student assessment data will be reviewed to develop a clear picture of student academic needs.
08/03/2022	01/28/2023	Teachers will plan curriculum that focuses on deep understanding of content using active engagement, group work, project based learning, and real world connections (such as STEM). Instructional techniques that encourage student engagement in the digital context will be emphasized.
09/08/2022	10/04/2022	At the start of the school year students, and teachers will develop literacy routines and rituals that will guide the literacy work they will do in reading and writing classes.
09/08/2022	01/28/2023	Teachers will promote technical language growth of ELLs by pre-teaching key terms salient to the day's lesson.

#### **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?)
02/02/2023	06/27/2023	ELA unit planning. ELA Team will review, assess, and modify english language arts units as they consider student needs.
02/02/2023	02/25/2023	Implement ELA department midterms / iReady midyear assessment for All Students and Students with Disabilities. Implement NYSESLAT-aligned assessment for English Language Learners.
02/28/2023	03/04/2023	Report ELA department midterms / iReady and NYSESLAT-aligned midyear assessment data to staff. Student assessment data will be reviewed to develop a clear picture of student academic needs.
02/02/2023	06/27/2023	Teachers will plan curriculum that focuses on deep understanding of content using active engagement, group work, project based learning, and real world connections (such as STEM). Instructional techniques that encourage student engagement in the digital context will be emphasized.
02/02/2023	06/27/2023	Teachers will promote technical language growth of ELLs by pre-teaching key terms salient to the day's lesson.
02/02/2023	06/27/2023	Support for families to facilitate remote learning. Instructional techniques that encourage student engagement in the digital context will be emphasized.
05/09/2023	06/03/2023	Implement end of year ELA Periodic Assessments / iReady for All Students and Students with Disabilities. Implement NYSESLAT-aligned assessment for English Language Learners.

### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	01/31/2023	Parent Outreach (getting to know the staff/teachers)	
09/15/2022	10/29/2022	Family Night Activity (Painting, Movie Night, etc)	Beacon
02/02/2023	06/27/0023	Parent outreach, Reporting on Mid-year progress	
03/01/2023	05/31/2023	Family Night Activity (Yoga, STEM, Game Night, etc)	Beacon

Human Resources	Instructional Team
<b>Instructional Resources</b>	Curriculum, ENL Coordinator, Teq PD, Instructional Specialist Training PD from Boro Office, ELA Instructional Leader, Special Ed/IEP Teacher
<b>Schedule Adjustments</b>	Programmer, Teacher Planning Time, ILT/Equity Team, Department Meetings, Student Schedules
<b>Other Resources Needed</b>	Additional Funding Special Ed., Title III, Per Session, Funding for Literacy Intervention Services

## **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)
Number sense	i-Ready Diagnostic SY 2021-22 - Teacher made assessment/classwork	Loss of learning due to COVID19
Algebra and Algebraic Thinking	i-Ready Diagnostic SY 2021-22 - Teacher made assessment/classwork	A curriculum mainly focused on computational fluency leading to a lack of experience with generalizing from number
Quantitative Reasoning	i-Ready Diagnostic SY 2021 - 22 - Teacher made assessment/classwork	A curriculum mainly focused on computational fluency leading to a lack of experience with generalizing from number

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	27	By June, 2023, Elementary/Middle School Math for All Students will Increase 10, from 27 to 37, as measured by Periodic Assessments.
English Language Learners (ELL)	7	By June, 2023, Elementary/Middle School Math for English Language Learners (ELL) will Increase 10, from 7 to 17, as measured by Periodic Assessments.
Students with Disabilities	6	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 10, from 6 to 16, as measured by Periodic Assessments.

#### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
Periodic Assessment	Progress	27	30	33	37
Periodic Assessment	When scoring, students will meet or exceed grade level, reach proficiency on a district level.	In Sep/October 2021, 8% of ELL students will score on grade level.	By Jan/Feb 2022, 8% of ELL students will score on grade level.		
Periodic Assessment	When scoring, students will meet or exceed grade level, reach proficiency on a district level.	In Sep/October 2021, 3% of Students With Disabilities will score on grade level.	By Jan/Feb 2022, 5% of Students With Disabilities will score on grade level.		

#### Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	11/12/2022	Implement a Math periodic assessment/ i-Ready baseline.
11/15/2022	11/25/2022	Evaluate and organize math data for all students, students with disabilities, and English Language Learners.
11/26/2022	12/06/2022	Report iReady data to staff. Student assessment data will be reviewed to develop a clear picture of student academic needs.
08/03/2022	01/28/2023	Math unit planning. Math Team will review, assess, and modify math units as they consider student needs. Math department will engage the Lesson Study process. Coverage and per diem will support fidelity to this effort.
10/18/2022	01/28/2023	Planning and delivering targeted interventions based on periodic assessment/ iReady and classroom level data.
08/03/2022	01/28/2023	Teachers will plan curriculum that focuses on deep understanding of content using active engagement, group work, project based learning, and real world connections (such as STEM).
09/08/2022	10/01/2022	At the start of the school year students, and teachers will develop math routines and rituals that will guide their work.
09/08/2022	01/28/2023	Teachers will promote technical language growth of ELLs by pre-teaching key terms salient to the day's lesson.
09/08/2022	01/28/2023	Support for families to facilitate remote learning. Instructional techniques that encourage student engagement in the digital context will be emphasized.

**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	02/18/2023	Implement department mid-term/ a math mid-year assessment using iReady.
02/01/2023	04/22/2023	Evaluate and organize iReady math data for all students, students with disabilities, and English Language Learners.
02/18/2023	06/10/2023	Through the Lesson Study process, the department will expand from lesson planning to unit planning bringing greater focus to priority areas identified in the root cause analysis. Math Team will review, re-assess, and modify math units as they consider student needs.
03/01/2023	03/04/2023	Report iReady data to staff. Student assessment data will be reviewed to develop a clear picture of student academic needs.
02/28/2023	06/13/2023	Teachers will plan curriculum that focuses on deep understanding of content using active engagement, group work, project based learning, and real world connections (such as STEM). .
02/01/2023	06/27/2023	Teachers will promote technical language growth of ELLs by pre-teaching key terms salient to the day's lesson.
02/01/2023	06/27/2023	Support for families to facilitate remote learning. Instructional techniques that encourage student engagement in the digital context will be emphasized.
05/09/2023	06/03/2023	Implement end of year Math periodic assessment/ i-Ready.

**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)
09/20/2022	01/31/2023	Parent Outreach- Call/Email weekly	
09/15/2022	10/29/2022	Family Night- Painting, Movie Night, Kahoot Game	Beacon
02/01/2023	06/27/2023	Parent Outreach-Reporting mid year progress-Call/Email Weekly	
03/01/2023	05/31/2023	Family Night- Yoga, STEM, Game	Beacon

Human Resources	Instructional Team
<b>Instructional Resources</b>	Curriculum, ENL Coordinator, Teq PD, Instructional Specialist Training PD from Boro Office, Math Instructional Leader, Special Ed/IEP Teacher
<b>Schedule Adjustments</b>	Programmer, Teacher Planning Time, ILT/Equity Team, Department Meetings, Student Schedules
<b>Other Resources Needed</b>	Additional Funding Special Ed., Title III, Per Session, Funding for Math Intervention Services

## **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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Classroom Behavior	On the 2020-21 School Quality Guide, in the category "Classroom Behavior", the school was given an 80% favorable rating by teachers and parents.	Classroom behavior impacts academic progress, peer group relationships, and social emotional growth.
Safety	On the 2020-21 School Quality Guide, in the category "Safety", the school was given an 88% favorable rating which is 1% below both the city and district averages.	The school acts a safe space for students. Classrooms are structured to enhance learning
Personal Attention and Support	On the 2020-21 School Quality Guide, in the category "Personal Attention and Support", the school was rated at 83% which was above city and district averages.	Teachers at this school are in tune with student needs and find ways to provide support.

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

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
Safety & Restorative Approaches to Behavior	80	By July, 2023, practices related to Classroom Behavior will improve 10%, from 80 to 88, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Safety & Restorative Approaches to Behavior	88	By June, 2023, practices related to Safety will improve 10%, from 88 to 97, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Collaborative & Trusting Relationships	83	By June, 2023, practices related to Personal Attention & Support will improve 10%, from 83 to 91, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

### **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			
NYC Quality Survey	Classroom Behavior	80	By 11/14/22, based on School Quality Survey aligned survey, there will be an increase of 3 students from 80 to 83.	By 3/6/23, based on School Quality Survey aligned survey, there will be an increase of 3 students from 83 to 86.	By 6/19/23, based on School Quality Survey aligned survey, there will be an increase of 2 students from 86 to 88.
NYC Quality Survey	Safety	88	By 11/14/22, based on School Quality Survey aligned survey, there will be an increase in Safety from 88 to 91 percent.	By 3/6/23, based on School Quality Survey aligned survey, there will be an increase in Safety from 91 to 94 percent.	By 6/19/23, based on School Quality Survey aligned survey, there will be an increase in Safety from 94 to 97 percent.
New York City School Survey	Personal Attention and Support	83	By 11/14/22, based on School Quality Survey aligned survey, there will be an increase in personal Attention and Support from 83 to 86 percent.	By 3/6/23, based on School Quality Survey aligned survey, there will be an increase in personal Attention and Support from 86 to 89 percent.	By 6/19/23, based on School Quality Survey aligned survey, there will be an increase in personal Attention and Support from 89 to 91 percent.

**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?)
08/30/2022	10/08/2022	School "Core Values", which detail the characteristics we will emphasize as we build a supportive school culture, have been identified. As part of our Behavior Intervention and Support plan, we have created a school "behavioral matrix" that will be posted throughout the school.
06/03/2022	09/24/2022	Advisory program planning focused on writing a vision for advisory, curriculum, scheduling, and PLC development.
08/30/2022	09/09/2022	Evaluate and adjust "Second Step" Curriculum. Schedule SEL/advisory classes.
09/12/2022	01/28/2023	Collaborate with the BCO to support schools with examining their data, identify factors contributing to disproportionality, develop action plans to address contributing factors.
08/23/2022	09/17/2022	Development of guidelines for building equity in the content areas as a component of curriculum and teaching.
09/13/2022	01/28/2023	Weekly Crisis Team meetings to review incidents, incentives, and interventions. Leverage mental health and parental support services made available through our School-Based Clinic (operated by New York Presbyterian Hospital) and ACDP/Beacon.
09/13/2022	12/03/2022	Respect for All training for staff and students.
09/13/2022	01/28/2023	Establishing a Culture for Learning - Teachers develop classroom rapport, structure, roles that support and develop a trusting but challenging learning environment. Our expectation is that all students demonstrate progress and learning at higher levels across grade levels. Use instructional practices that place importance on student engagement and increasing student voice and involvement more coherent across classes. Integrate Culturally Responsive practices.
08/02/2022	12/17/2023	Develop culturally responsive teaching practices. Schedule professional learning focused on CR.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/17/2023	Weekly Crisis Team meetings to review incidents, incentives, and interventions. Leverage mental health and parental support services made available through our School-Based Clinic (operated by New York Presbyterian Hospital) and ACDP/Beacon.
02/01/2023	06/17/2023	Build the capacity of school stakeholders to identify inequitable practices related to programming of student services for SWD's/MLLs and grading and assessment practices for all students. Sponsor plenary sessions on this topic during PLC times.
02/01/2023	06/17/2023	Collaborate with the BCO in examining our data, identify factors contributing to disproportionality, develop action plans to address contributing factors.
02/01/2023	06/17/2023	Establishing a Culture for Learning - Teachers develop classroom rapport, structure, roles that support and develop a trusting but challenging learning environment. Our expectation is that all students demonstrate progress and learning at higher levels across grade levels. Use instructional practices that place importance on student engagement and increasing student voice and involvement more coherent across classes. Integrate Culturally Responsive practices.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	05/27/2023	Parent workshops focused on social-emotional health.	School-based clinic and ACDP/Beacon
09/20/2022	06/03/2023	Community Building Activities	ACDP/Beacon
09/27/2022	06/03/2023	School Wellness Council	TBD

Human Resources	Advisory Planning Team, Crisis Team (includes Guidance Counselor, Parent Coordinator, Social Worker, AP, Dean, SBHC), Instructional Team, ACDP/Beacon
Instructional Resources	Advisory Curriculum (Move this World, Second Step), Teacher Professional Development, SEL Curriculum
Schedule Adjustments	Advisory Periods (3x/week), Boy and Girl Group, Common Planning, ILT/Equity Team
Other Resources Needed	Title III, Funding for Intervention Services

**AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

**Priority Needs and Root Causes**

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

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



1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Effective outreach	In 2021-22, as listed on the New Visions portal, 30 of our students - or 20% - are severely chronically absent and 56 - or 37% - are chronically absent.	parental supervision, student motivation, academic challenges, social - emotional challenge, transportation
Parental supervision	In 2021-22, as listed on the New Visions portal, 30 of our students - or 20% - are severely chronically absent and 56 - or 37% - are chronically absent.	parental supervision, student motivation, academic challenges, social - emotional challenge, transportation
Social - Emotional support	In 2021-22, as listed on the New Visions portal, 30 of our students - or 20% - are severely chronically absent and 56 - or 37% - are chronically absent.	parental supervision, student motivation, academic challenges, social - emotional challenge, transportation
Academic support	In 2021-22, as listed on the New Visions portal, 30 of our students - or 20% - are severely chronically absent and 56 - or 37% - are chronically absent.	parental supervision, student motivation, academic challenges, social - emotional challenge, transportation

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	57	By June, 2023, Chronic Absenteeism for All Students will Decrease 12, from 57 to 45, as measured by Chronic Absenteeism Rate.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
ATS attendance records	Chronic Absenteeism Rate	57 students	53	49	45

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/28/2023	Convene weekly Attendance Team meetings. Team will analyze ATS attendance reports and discuss and plan interventions. Weekly attendance data review including analysis of students with 2 or more absences in any 4 week period.
09/13/2022	01/28/2023	Parent engagement on the attendance issue at parent meetings and Parent Teacher Conferences.
09/13/2022	01/28/2023	Outreach to families of students who have chronic absenteeism. Outreach including phone calls, family conferences, and home visits.
09/13/2022	01/28/2023	Professional learning opportunities including attendance plan procedures and protocols.
09/13/2022	01/28/2023	Monthly attendance incentives including pizza parties, virtual 'fun' gatherings, schoolwide recognition, certificates, an attendance bulletin board, etc.
08/30/2022	09/24/2023	Update and distribute attendance procedures and protocols.
09/13/2022	01/28/2023	Leverage support for students and families from NYP School-based clinic and ACDP Beacon.
08/02/2022	01/28/2023	Identify social - emotional causes of chronic absenteeism. Develop professional learning resources and interventions in this area.
08/02/2022	01/28/2023	Identify academic causes of chronic absenteeism. Develop professional learning resources and interventions in this area.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/17/2023	Convene weekly Attendance Team meetings. Team will analyze ATS attendance reports and discuss and plan interventions. Weekly attendance data review including analysis of students with 2 or more absences in any 4 week period.
02/01/2023	06/17/2023	Parent engagement on the attendance issue at parent meetings and Parent Teacher Conferences.
02/01/2023	06/17/2023	Outreach to families of students who have chronic absenteeism. Outreach including phone calls, family conferences, and home visits.
02/01/2023	06/17/2023	Monthly attendance incentives including pizza parties, virtual 'fun' gatherings, schoolwide recognition, certificates, an attendance bulletin board, etc.
02/01/2023	06/17/2023	Leverage support for students and families from NYP School-based clinic and ACDP Beacon.
02/01/2023	03/25/2023	Workshops focused on parents active engagement in the learning process.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	04/29/2023	Parent Engagement strategies focused on attendance - Workshops.	ACDP/Beacon
09/13/2022	06/10/2023	Improved communication and family outreach	n/a
09/13/2022	06/10/2023	Social - Emotional support	School-based clinic and ACDP/Beacon

Human Resources	Attendance Team (parent coordinator, guidance counselor, dean, AP, attendance teacher), Instructional Team
Instructional Resources	Engaging, Student-centered Curriculum, SEL, Advisory Curriculum
Schedule Adjustments	Intervention Time (before, during, and after school), Schedule Attendance Incentives, Family Outreach, ILT/Equity Team
Other Resources Needed	Title III, Per Session, Funding for Incentives

## **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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Deliver Effective Differentiated and Specially Designed Instruction to Diverse Group of Learners	Student Performance Data from Classroom & Standardized Assessments (School Year 2021-2022)	Inexperience, Lack of Professional Development and Other Related Training
Write SMART Annual Goals	IEPs (School Year 2021-2022)	Lack of Relevant Knowledge and/or Experience and Administrative Skills, i.e., Organization Skills, Time Management, etc.
Conduct Progress Monitoring of Annual Goals	IEPs (School Year 2021-2022)	Lack of Relevant Knowledge and/or Experience and Administrative Skills, i.e., Organization Skills, Time Management, etc.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	60	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP), goals, and recommended programs and services. by Increase 20, from 60 to 80, as measured by IEP Review and Program Service Report .
All Students with Disabilities (SWD)	0	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP completion by Increase 50, from 0 to 50, as measured by SESIS IEP Completion Report.
All Students with Disabilities (SWD)	80	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve A reduction of the number of special education students that require special education academic programs and/or related services. by Decrease 8, from 80 to 72, as measured by IEP Review and Program Services Report.

### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 - Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 13, 2021			
IEP Review and Program Services Report	Alignment of PLOP, Measurable Annual Goals, and Recommended Programs and Services sections of the IEP with academic, social/emotional and physical development.	60	10	30	20
IEP Completion Report and Status of Annual Review Report	Meet IEP Finalization Due Dates	50 IEPs	25 students' IEPs	15	10
IEP Completion Report and Status of Annual Review Report	Transition SWD to less restrictive academic programs and/or reducing frequency of or eliminating related services	80 programs and/or services	76	68	58

### **Action Planning**

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/13/2022	10/02/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review program and service recommendations
09/13/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Match SWD present levels of performance with standards-aligned annual goals
09/13/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Review the "impact of disability" statements in the "Effect of Student Needs on Involvement and Progress in the General Education Curriculum" section of the IEP
09/13/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Review programs and services mandated on each student's IEP to ensure they are delivered.
10/05/2022	06/27/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Include transition planning language in both sections of the IEP that reflects student needs for all students age 14 or older
10/05/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Ensure all steps are completed regarding the coordination and administration of IEP meeting and IEP finalization due dates
09/13/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Work with the Special Education Team, PPT and SIT Teams, and the Crisis Team

### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/27/2023	Open Houses/Tours	SPED Lead Teacher; Teachers; Other School Staff; Parent Coordinator
09/13/2022	06/27/2023	English Language Classes	Bilingual Teachers

Human Resources	Instructional Team, Special Education Lead, Guidance Counselor, School Psychologist, Social Worker, Literacy and Math Leads, ENL Coordinator
Instructional Resources	Differentiated Curriculum and Assessments, Intervention and Remediation Programs
Schedule Adjustments	Teacher Planning Time, Department Meetings, Small Group and Individual Breakouts, SESIS Periods
Other Resources Needed	Title III, Additional Funding Special Ed., Funding for Intervention Services, After School and Saturday Programs, Winter and Spring Academics

## **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)
Classroom-based intervention	Class assessments	Teacher created	Small group and individual	During school	No
Classroom-based intervention	iReady	iReady	Individual	During school	Yes
Student pull-out sessions	iReady, periodic assessments, teacher created assessments	Teacher created and iReady	Small group and individual	During school	TBD
After school program	iReady, periodic assessments, teacher created assessments	Teacher created	Small group and individual	After school	TBD

## **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)
Advisory program	n/a	Move this World	Small group	During school	Yes
Group and individual counseling	Teacher Reports, discipline referrals, clinician assessment, parent request	In cooperation with school based clinic	Small group and individual	During and after school	TBD
Boys and Girls Groups	Teacher Reports, clinician assessment	In cooperation with ACDP - Beacon	Small group	After school	TBD
Crisis Intervention Team	Teacher Reports, discipline referrals, clinician assessment, parent request	In cooperation with school based clinic	Small group and individual	During and after school	TBD
Restorative Circles	Teacher Reports, discipline referrals, clinician assessment, parent request	Restorative Circles	Small group	During and after school	No
Mentoring	Teacher Reports, discipline referrals, clinician assessment, parent request	Mentoring	Individual	During and after school	No
Check-in/Check-out	Teacher Reports, discipline referrals, clinician assessment, parent request	Check-in/Check-out	Individual	Before and after school	No

## **Students in Temporary Housing (STH) Support**

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>14</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>CMSP 328 administration, guidance counselor, and parent coordinator - with support of our CBO ACDP/Beacon and the School Based Clinic - will work to identify students in temporary housing who are not currently living in shelter. All efforts will be made to identify any student living with other family members due to not having their own place to live. A strong effort will be made towards supporting students who do not have their own space to do their homework or a lack of resources within their current environment to excel in school. Students in temporary housing will be identified by school personnel which includes guidance counselors, social workers, family workers attendance teacher, and members of the pupil accounting personnel team and through coordination activities with other entities and agencies; Students in temporary housing will have full and equal opportunities to succeed in the schools of the LEA; Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin or the local school, and other services homeless students are entitled to as stipulated in the McKinney Vento Act. Enrollment disputes are mediated in accordance with the requirements of the McKinney Vento Act STH Content Experts provide technical assistance and work directly with schools. The STH Family Assistant will ensure that students identified as STH have basic living and educational supplies. STH Family Assistants will provide direct services to families residing in family shelters managed by the NYC Department of Homeless Services (DHS). In addition, STH Family Assistants meet with school personnel to plan how best to meet the educational and emotional needs of homeless students. The school will keep supplies on hand (uniforms, notebooks, etc.) and provide them to STH's as needed. We will continue to operate a school clinic and dental office and provide breakfast in the classroom, free school lunch and snack in our after school program. We will work with Beacon to extend the school day and provide academic support as well as sports and arts activities. We will work with the School-Based Clinic to provide medical, dental, and mental health services to STH.</p>
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

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

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

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

### Parent and Family Engagement Policy

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

### Support for Parents and Family Members of Title I Students

Community Math and Science Prep 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)

CMSP, 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

I will: 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**.

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## 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**.

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### **A. School Information**

District:	06
Borough:	Manhattan
School Number:	06M328

### **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	Olga Quiles
Assistant Principal	James Cole
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Jeanette Marte
School Counselor	Elizabeth Araujo
Teacher/Subject Area	Ashley Guilamo / ELA
Teacher/Subject Area	Sergio Marin / Math
Parent	Elvis Zurita
Parent Coordinator	Herminia Saldana
Related-Service Provider	Johanna Marte

## **C. Teacher Qualifications**

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

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

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

### **2. Certified Teachers with a Bilingual Extension**

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	2
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	3
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]:	2
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### D. Student Demographics

Total number of students at your school (excluding pre-K):	137
Total number of current ELLs at your school:	73
Total percentage (%) of current ELLs at your school:	52
Total number of former ELLs at your school:	6
Total percentage (%) of former ELLs at your school:	4%

### 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								1	1	1					3
TBE																	0
TBE																	0
DL	DL	Spanish										1					1
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 1	total: 1	total: 2	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	Yes
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### PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>In the standalone ENL program students are pulled out of the class as well as receiving integrated (push-in) services. The students who participate in the standalone program are as follows entering, emerging, and transitioning at least 4 times a week. In order for the ENL teacher to meet the weekly minutes the ENL teacher has a schedule dedicated to the ENL students. Students are grouped according to their proficiency levels.</p>
<p>Integrated English as New Language (ENL)</p>	<p>The ENL teacher will also be integrated within the content area at least 4 times a week in total to 8 times a week, which this totals into 360 minutes a week. During the standalone classes the focus is to build students speaking, listening, reading and writing skills. The ENL teacher will implement what is taking place in the ELA classroom. Teachers are also working towards building students vocabulary through the use of the current unit. Students are analyzing visuals that represent their current unit.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>1. The TBE program is currently in place at CMSP 328. The ENL teacher will also be integrating with the content with the content area teachers in the classroom 8 times a week, which this totals into 360 minutes a week. The ENL teacher will integrate with the ELA teachers to support the students in both reading and writing. During the ELA classes the ENL teacher will also support students on building vocabulary. 2. The Dual language program classes travel in heterogeneous groups. The classes consist of Entering, Emerging, Transitioning and expanding students as well as Commanding students. There are also English proficient students in the classrooms. In grades 6 through 8 at the entering, emerging, transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student. In our Dual Language Program students receive half of their instruction in English, and half of their instruction in Spanish/target language. Language is taught through content areas as well as through literacy. Our students spend 50% of their instructional time with a target language (Spanish) immersion teacher who uses only the target language. The language is rotated daily, for example the language of the day is Spanish on (Monday) the following day the language of the day would be (English). Throughout the day students are instructed in one language for the entire day. There are commanding students who continue to take classes in the Dual Language classrooms</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Explicit ENL, ELA and HLA instructional minutes are delivered in each program model in compliance with Grades K-8, CR Part 154. The Bilingual Coordinator as well as the school programmer ensures each student is given the correct mandated minutes. They also use the ELL Policy and Reference guide in order to ensure students are getting the correct minutes according to their NYSESLAT exam. ENL/ELA students receive services 8 times a week. This program has been designed under the New York State Guidelines: 180 minutes of ENL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ENL instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate level of English. In fact, we offer 10 periods (45 minutes each) of ENL and ELA instruction per week for every student. HLA students receive services 4 times a week. In their home language supports are used to enrich comprehension. This gives students a total of 180 minutes of home language instruction. We acknowledge that allowing ELLs access to content in their home language provides them with a way to construct meaning in English. Therefore, teachers strategically use their home language as a support structure for ELLs to clarify, build knowledge, extend comprehension, and bridge experiences through technology, home language materials, and flexible groupings. The percentage of class time taught in their home language steadily decreases as students develop English proficiency and the necessary literacy skills to participate fully in all-English content courses. Our free-standing English as a New Language (ENL) Program offers students all instruction in English in self-contained classrooms. Within this program, language arts is taught using ENL and ELA methodologies. Content-area instruction is in English using ENL strategies.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>A). The dual language program we are currently following is the side-by-side model. Students are exposed to both English and Spanish. The language is rotated daily. The language of the day is posted outside the Dual Language classroom. Poster are posted in the classroom translated and are placed side-by-side of one another. The program also helps students to succeed in academic subjects. The program emphasizes the development of full bilingualism. Instructional Goals: To meet academic achievement standards for grade promotion and to become bilingual and bi-literate. B). The core content areas are taught in both English and Spanish. The language is rotated daily. Program Components: Students receive Reading and Writing in English. Reading and writing in their native language. Specialized instruction in ENL. Social Studies is in English and home language. Mathematics in English and home language. Science is in English and home language. C). The languages are rotated daily. For example, the language of the day on Monday is Spanish, and Tuesday the language of the day would be English. Students may read text and view the text side-by-side in both languages. D). The language is not taught at the same time. The languages are rotated daily. All students receive at least eight periods of Dual Language instruction in the target language in each grade. English Proficient Students and ELLs are integrated during the entire instructional day.</p>
<p>In which language(s) is each core content area taught?</p>	<p>The content area is taught in both English and Spanish.</p>
<p>How is instruction designed to include both languages?</p>	<p>Throughout the Dual Language courses the languages are rotated. The language is rotated daily. For example, the language of the day is Spanish all content area classes are taking place in the Spanish Language. In ELA, teachers focus on implementing the literacy shifts within our common units of study across content areas and grades. Because all students engage in the same school-developed common units (for each grade and subject), all students must have access to grade-appropriate complex texts. The ELA and HLA class are aligned in school curriculum, for example our current unit is narrative in both classes are reading and writing on narrative elements. At the end of unit students are assessed on the writing through writing a personal narrative. Students following the writing process, such as planning using a graphic organizer that meets their needs. Students continue to work on drafting, peer editing, and publishing their work. Our teachers build vocabulary by focusing on teaching students how to use close reading strategies to jointly and independently construct meaning. Our ELA teachers scaffold their instruction for ELLs by focusing on high-frequency academic language and words related to unit concepts, as well as limiting the number of words per lesson, providing learner-friendly definitions, and using various graphic organizers to support visual learners. Teachers work with students in small groups, in order to meet the students needs. Throughout the content areas students are working in cooperative learning groups. Throughout the math, science, social studies classes students are assessed in both English and HLA they are assessed on their reading comprehension skills, as well as in their vocabulary. The content area teachers use a sheltered instruction approach to teaching our ELLs. Content teachers provide language support, as well as standards-based instruction, in order to build knowledge of academic language, content, and performance within our ELLs. Learning objectives are aligned to the Common Core Learning Standards (CCLS). ENL and content area teachers have common planning time. The language objective is also aligned with daily lessons that take place in class. For our ELLs that require Standalone services, the ENL teacher aligns this support with the content objectives and learning goals, and provides scaffolds to support students in learning academic language and content knowledge. ENL teachers co-plan with the general education or content teachers to support and identify the themes and enduring understanding to prioritize when implementing the curriculum.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>Students are taught in both languages in English and Spanish. Students will receive text in both English and Spanish. Students are exposed to the vocabulary in both languages where they are asked to identify cognates.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>The core content area that are taught bilingually are as follows math, Social Studies, and Science.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Students will receive text in the home language. Class discussion take place in their home language. Students are exposed to vocabulary in their home language. Students are also given directions in their home language</p>

## PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>The current percentage of our ELLs that are Newcomers are 52%. This school year CMSP 328 does not have SIFE students. Newcomers are exposed to low-level readers. Students are placed in small groups . They are constantly being exposed to new vocabulary and identifying everyday objects. Students are analyzing realia images. Students are creating and referring to their personal dictionaries.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>The current percentage of our ELLs that are long-term ELLs are 7.9%. The Long-Term ELLs they are to build-up their writing and reading comprehension skills. Students are conferencing with their teachers base on their writing. Students work closely with one another. Students will continue to write using journals, and reading logs where they are able to write about the text.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>CMSP328 have a 4% of former ELLs. Students are exposed to on grade-level text. Students are able to analyze the text. Students are able to organize their thoughts with the use of graphic organizers. ELLs are also exposed to higher order thinking questions, which students are able to answer question through discussion and writing. ELLs will also be exposed to DOK chart where they are able to have discussions based on the text and questions. The ENL teacher will give the former ENL students services in the classroom. Students are provided with glossaries.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>NYSESLAT 2022 Speaking: Entering and Emerging ELLs show an improvement in their speaking skills. Transitioning and Expanding ELLs students continue to show an improvement or even exceed the expectation. Reading: Entering and Emerging ELLs are also need support in order to make understanding in the writing. Listening: Overall students are showing growth throughout the listening component of the exam. Entering and Emerging ELLs are in need of the support understanding the text. Writing: Overall ELLs are in of support in the writing. Students are in need to show improvement in their writing skills. Students may need to build up their vocabulary and writing with more detail in their writing.</p>

<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>CMSP 328 is currently using the NYSESLAT to determine our students areas of need. As revealed in our school data our students are in need of support the area of writing. The NYSESLAT is used in our school for example to determine where the students are in their writing skills. Teachers also use the NYSESLAT in order to determine how they would like to place their students in groups according to the students scores. The ELA exam was used to determine how ELLs are need of support in reading comprehension skills. Students have shown some improvement in citing evidence from the text. Students are still in need of support in elaborating on the evidence. We have used the ELA and ELLs periodic assessment to determine what common core standards students are struggling in and what standards we must focus on throughout the school year. As well as for the Math State Exam and Math periodic assessment are used to determine what standards we need to focus on throughout a unit. Students at the Entering, Emerging and transitional level also received their lowest test scores in writing. Our ELLs have trouble with vocabulary and sentence structure. For some students, speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, speaking is one of the students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELLs.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Many of our at risk ELLs are in need of support in their reading and writing skills. At-risk lack participation in the classroom due the fact they are constant in the classroom. They are not showing up to class it makes difficult to bring the student where the class is as a whole, with out it being overwhelming to the students. Students struggle to make improvement due to being absent in class. .</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home language that represents our school population is Spanish. The majority of our staff speak the Spanish. The teachers are able to communicate with both the parents and students. Letters and phone calls are made out in both English and Spanish. Teachers also provide students with text in their home language. Staff are aware of the the language Access hotline.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>The current breakdown of our ELLs are as follows American Indians or Alaskan Native: 14.1% Black : 54.7% Native Hawaiian or other Pacific Islander: 3.1% White: 28.1% The racial and ethnic classifications of ELLs within the Latinx community are as follows (Dominican, Venezuela, Honduras, Ecuador, and Colombia. Our ELLs community also consist of Arabic students from Yemen. Throughout the school year we plan were students are able to make connections with the text within their culture and their community. Students are able to learn from each other's culture. Within the 6th grade Social Studies curriculum students are exposed to early civilization and they are learning about different cultures throughout the world.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The NYSESLAT allows teacher to recognize that students with IEPs are still in need of support in building their writing skills. ELLs with IEPs tend to need additional support with the directions that has been given to the student. They are in need of clarity on the task that is being given to the students. A majority of our IEP students who are ELLs have reach the expanding level. They are in need of additional assistance on building up their writing skills.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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



<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's leadership team consider MS/ELLs in the school's instructional design through the curriculum. When creating the curriculum the following is considered including diverse literature, which students are able to relate with the text. Teachers are to include a vocabulary within the curriculum, this way students are exposed to the vocabulary prior to reading a text in class. Include daily vocabulary activities. Create activities where students are able to connect to their prior knowledge as well as to their prior experiences. Students can use their skills such as their home language and culture to make connections within their learning. Advance literacies have been included in each lesson students are able to express themselves through orally as well as in the writing. The ENL teacher is included in the ILT.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Throughout the Dual Language courses the languages are rotated. The language is rotated daily. For example, the language of the day is Spanish all content area classes are taking place in the Spanish Language. In ELA, teachers focus on implementing the literacy shifts within our common units of study across content areas and grades. Because all students engage in the same school-developed common units (for each grade and subject), all students must have access to grade-appropriate complex texts. The ELA and HLA class are aligned in school curriculum, for example our current unit is narrative in both classes are reading and writing on narrative elements. At the end of unit students are assessed on the writing through writing a personal narrative. Students following the writing process, such as planning using a graphic organizer that meets their needs. Students continue to work on drafting, peer editing, and publishing their work. Our teachers build vocabulary by focusing on teaching students how to use close reading strategies to jointly and independently construct meaning. Our ELA teachers scaffold their instruction for ELLs by focusing on high-frequency academic language and words related to unit concepts, as well as limiting the number of words per lesson, providing learner-friendly definitions, and using various graphic organizers to support visual learners. Teachers work with students in small groups, in order to meet the students needs. Throughout the content areas students are working in cooperative learning groups. Throughout the math, science, social studies classes students are assessed in both English and HLA they are assessed on their reading comprehension skills, as well as in their vocabulary. The content area teachers use a sheltered instruction approach to teaching our ELLs. Content teachers provide language support, as well as standards-based instruction, in order to build knowledge of academic language, content, and performance within our ELLs. Learning objectives are aligned to the Common Core Learning Standards (CCLS). ENL and content area teachers have common planning time. The language objective is also aligned with daily lessons that take place in class. For our ELLs that require Standalone services, the ENL teacher aligns this support with the content objectives and learning goals, and provides scaffolds to support students in learning academic language and content knowledge. ENL teachers co-plan with the general education or content teachers to support and identify the themes and enduring understanding to prioritize when implementing the curriculum.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The instructional strategies that take place in the classroom are cooperative learning. Students work in heterogeneous groups. Students have discussions in groups and create hands-on projects, which are presented in class this allows students to learn from one another in class. Students are also given such text from Engage NY at their grade level. ELLs-SWDs are served by Individualized Education Program (IEP). An (IEP)team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students will disabilities (SWD) receive accommodations that apply with both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempt from the NYSESLAT exam, and may use the modifications and accommodations as detailed on their IEP when taking the NYSESLAT. ELL status cannot be determinant factor for special education eligibility. Response to Intervention approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures maybe different for special education programs and services, and facilitated by the Committee for special education during IEP meetings.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Teachers have small groups embedded in to their daily schedule. Teachers work with their students who are in need of extra support as well as ENL and IEP students. The groups normally consist of six students. We enable ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by offering ICT (Integrated Co Teaching) classes in each grade. According to students results of the NYSESLAT students will receive ENL services. The ENL teachers are integrated into the ELA classes four times a week. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common units as all general education, ENL and Bilingual classes.</p>
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**Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>As for assessment in our school will use iReady. The iReady data is used to track the ELLs progress within reading and math. The data in reading is used to support ELLs in their reading skills. For example, the data is used to group students within a lesson. The data is used to determined the areas where students need for support, if the students may need more support identifying context clues, phonics, phonemic awareness or reading comprehension. Math: The data throughout the math teachers are able to identify students are in need of support in building their early math skills such as in multiplication and division or if students are in need of support understanding word problem.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Our targeted intervention program for 2022 -2023 school year goes as follows ... ELA: program is to work closely with the long term ELLs on their writing skills. Many of our long term ELLs are not meeting the criteria as Commanding student due to their writing skills. In order to create class discussion students work in cooperative learning groups. Students present in class their discussion in front of their classmates Math: Teachers place students in heterogeneous groups. Students solved problems in groups and presented it to their classmates. The math teachers targeted the new comers. They focused on building students vocabulary to use the correct terminology. Students were also able to work closely with their teachers during after-school and Saturday academy. Social Studies: The intervention program for S.S. targets all levels of ELLs and placing them in groups. Students were exposed to text with many visuals in order to understand the text. Students were able to analyze different artifacts and have open discussion about the artifacts. Students also have discussion using the Socratic Seminar in order to understand the text of a unit. Expose students to vocabulary prior to reading a text. Expose students to primary and secondary resources. Science: Teachers targeted group are new comers and transitional students. Teachers choose to target this group of students because we need to continue to build their vocabulary. Students work in heterogeneous groups. The teachers expose student to many visuals and many hands on activities. Students are given many texts in both their native and English language. Many of our students are English Language Learners or former English Language Learners. It is our priority to ensure that the needs of our population are met. Our ELLs have access to all the instructional and extracurricular programs at our school. We use our Title III- Targeted intervention funding to provide additional support outside of the mandated services. English instruction is provided from Wednesday through Thursday from 2:30 pm until 4:00 pm. On Saturdays we provide additional support in mathematics from 8:30 a.m. to 12:30 p.m. ELLs identified by their scores on state ELA and Math exams as needing or benefiting from additional support are grouped to work with their current after-school content teachers for intervention. The focus in the ELA after-school intervention are reading comprehension strategies and writing development. Students also receive Math intervention during the after-school intervention program by a current math teacher in small groups of students. Newly arrived bilingual students with deficiencies in Spanish (or who are identified as SIFE) receive intervention during "after-school" with the NLA teacher. An ELL after-school program is also offered for additional support in reading, and math. All of the materials used during the instructional day, AIS and after school are all based on needs of each student.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>The formative assessment that is currently taking place in our school are, created by the teachers. The teacher creates formative assessments such as exit slips, writing journals to show growth in the students writing. We use student-teacher conference for academic conversation, where the teacher may take note on the students growth on their speaking skills. Teachers use the Engage NY program in order to include the formative assessments. Teachers use running records in order to track student’s growth in their reading level. The running record program we are currently using the Teacher’s College Program.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>ELLs in the Dual Language and the TBE program are assessed in their home language. Students are assessed through their writing. The ELA and the HLA curriculum are aligned so students must complete an end of unit summative. Students must write a complete essay in their home language. Students are also assessed in reading in order to determine their reading level in their home language. M.S. 328 administers formative assessments to all students in 6-week cycles. The assessments are created in Spanish for math and science on each grade. Students are assessed to in the BOY, as well as periodic assessments in English as we as in their home language. We order the appropriate number of state tests in Spanish and other available languages. We reach out to the office of translation where necessary for languages not covered. HLA teachers also frequently assess their students on skills related to those students are studying in ELA classes, to ensure that students are staying on track with the skills for which they are cognitively, but not linguistically, ready. Assessing students' comfort with these skills in their home language ensures that they are appropriately evaluated in their native languages even more frequently.</p>

<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We are currently using the NYSESLAT for the 2022 school year we also look into the 2 years prior, in order to make note of any growth. We also use the NYSESELAT to determine how we are going to target our students this school year. The Summative that are being used are the Periodic Assessment from School-net as well as teacher created end of the unit Summative assessment. Many times the summative assessment consist of completing an essay or completing a project at the end of the unit. Anecdotal records that include notes about student work ethics, attitudes, energy level, engagement, and class participation. Informal assessments allow our teachers to track the ongoing progress of their students regularly and often. By using informal assessments, our teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later. Ongoing assessments are particularly important for English language learners (ELLs). Standardized tests in English do not usually reflect ELLs' true content knowledge or abilities. Yet informal assessments can provide a more well-rounded picture of their skills, abilities, and ongoing progress. We also evaluate success of our programs for ELLs by examining NYS assessment data, and AYP results for ELLs.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>ENL Coordinator Testing Coordinator Students will continue to receive services through the resources prepared by the ENL teacher. Students will refer to translate dictionaries, teacher made materials, such as the personal dictionaries.</p>

**Shared and Inclusive Curriculum**

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The instructional strategies that take place in the classroom are cooperative learning. Students work in heterogeneous groups. Students have discussion in groups and create hands-on projects, which are presented in class this allows students to learn from one another in class. Students are also given materials such as text from Engage NY at their grade level. ELL-SWDs are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.</p>
<p>b. SIFE</p>	<p>Differentiate instructions takes place as follows, We differentiate instruction for our SIFE students by connecting students' prior knowledge and/or real world connections to their current learning. Our teachers use multiple entry points in their lessons, often including video clips . Teachers choose engaging topics and/or connections to enhance understanding and to further promote academic language. In addition, our teachers use purposeful groupings in order to develop students' critical thinking and collaboration skills. These students receive the mandated 360 minutes as per CR Part 154.2.</p>
<p>c. Newcomer</p>	<p>Newcomer: Students are exposed to low-level text. Students work in small groups. Students are exposed to vocabulary that consist of everyday objects to build their vocabulary skills. When students are writing they are given sentence starters. Students are exposed to realia picture in order to have discussions about the pictures and to build their vocabulary. For our newcomers and developing students, English language development is supported through scaffolding and differentiation strategies as teachers engage newcomers in our units of study. For example, during a reading lesson students are pre-taught words or phrases prior to reading a text. Students are given evidence-based graphic organizers to identify one or more differences between facts. During a writing students are given sentence starters. Students are also receive a word bank in order to complete the sentences. We also conduct intensive training of English language skills that includes the four areas of development: understanding &amp; listening comprehension, speaking, reading and writing. Intensive English language skills development occurs during individual and small group work. New comers who score at a higher level may be supported with the groups as an emerging, transitioning, or higher level. In order to meet students social and emotional needs the ENL and content area teachers create lessons where students can make connections to their culture and everyday lives. Students are also given the opportunity to join clubs where they can socialize with students of similar cultures of their own. Students are also grouped with students who speak the same language in order to begin socializing as of their first days of school.</p>
<p>d. Developing</p>	<p>Developing: Students at the developing continue to work on building their vocabulary. Students are building up their writing skills as well as their listen skills in the English language. Students are focusing on building their reading comprehension skills. During a reading activity students may receive a graphic organizer to organize sentences from a text in order to determine how to cite evidence from the text. During a writing activity student will receive a word bank in order to write complete sentences. Students are to write a short essay at least two paragraphs long. Students are also receiving transitional words.</p>
<p>e. Long Term</p>	<p>Long Term: The focus with Long Term ELLs is to working their writing and reading comprehension skills. Students focus writing a complete essay and focus on the organizing a well-written essay. Students continue to use graphic organizers, sentence starters, and use of a checklist in order to keep track or their writing process. Students are building on their writing skills. For our long-term ELLs, we provide them with many opportunities to use the language they are learning by actively engaging in collaborative, interactive, performance-based classroom activities. Teachers also build language into the content areas by having the students continuously write in their journals, reading logs, use manipulative, make content-specific word walls with illustrations and create class-made dictionaries with content-specific vocabulary. These students also attend after school and Saturday academy.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs: With former ELLs we want to maintain their English language skills. Continue to build their reading and writing skills. They are exposed reading text at their grade level and are writing an essay. Students are also analyzing the text. For our former ELLs, teachers collaborate with the ENL teacher to assure that we are meeting the students needs . Differentiation of Instruction includes purposeful groupings, use of video clips and realia to build background knowledge and provide context, and regular AIS instruction to provide one-on-one or small group support.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Student's home language is supported in the Dual Language Program in the HLA classes as well as in other content areas. Students receive rigorous instruction in their home language. Students are assessed in oral, reading, written language. Students participate in class presenting in class project in their home language. During ENL students may work with a partner who speak the same language. Students analyze pictures and create narratives based on the pictures. Students will analyze the pictures in their home language. Home language support is delivered as follows: In freestanding ENL, language development and content instruction are supported in the home language in order to enrich comprehension. In Dual Language, students receive instruction in both languages. (50/50)</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>The only language elective offered at MS 328 at this time is Spanish. Students are introduced to the Seal of Bilaterally in the 6th grade. Students are given the benefits of having a biliteracy Seal when they attend college. Students and parents are also made aware of the program and how their children may benefit from the Seal. Teachers will track students progress in both the ELA course and HLA classes as well.</p>

## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The professional developments are offered to ENL and Bilingual teachers. The PDs are meant to support the students to build their speaking, listening, reading and writing skills. Teachers attend a PD on Socratic Seminar in order to enforce discussion in class about text that is being read in class. Teachers are also offered PDs to build students vocabulary as well as their writing skills. ENL teachers have also attended a PD in order to understand the ENL standards and how it should be embedded in their lesson plans. Teachers are given a PD on LDC in order to create modules that meet the standards. Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. (2022) Professional Development Plan: Focuses on an action plan on how to meet the needs of the general education, ELLs, and SWD. Teachers also create a curriculum to ensure what is taking place in each unit. (2022) Technology Training: Teachers of CMSP 328 receive training for CS4ALL. Teachers will implement technology in their class. Teachers are trained to use the computer program CODE and Scratch. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards. (Summer 2022) MS 328 Data: Teachers are given a PDs on understanding school data. For example, teachers are given a PD on school data and create an action plan. The professional development opportunities listed above encompass some of the offerings for teachers of ELLs in supporting ELLs as the engage in the Common Core Learning Standards. All professional development opportunities are grounded in the Danielson system, which effectively prepares students for the Common Core Learning Standards' level of rigor. The Questioning and Discussion, academic vocabulary, Close Reading techniques, independence, and using assessment in instruction professional development opportunities will be offered all year, helping teachers support ELLs in deeper and deeper ways. Monthly PD Topic to be presented goes as follows: (2019-2020 school year) October- Workshop model and how to group your ELLs.? November- ENL Progression, January- Writing for ENL students, February- SIFE, March- Understanding Math for ENL students, April- NYSESLAT-Practice , and May-How to support ENL students in Reading Comprehension.</p>
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<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Teachers are usually sent out of the building to PDs to become familiar on meeting the ENL students needs. Our goal is to send teachers out monthly and turnkey the PD as well. The records that teachers have attended the PDs are kept in a binder along with the agenda. Teachers sign the names on a spreadsheet in order to keep track of their attendance. The guidance counselor attends a professional development annually in facilitating the transition of our students moving from middle to high school at the borough field support center. MS 328 follows the mandate of providing school-wide professional development workshops per academic year. Also, teachers have weekly common planning time embedded in their programs. Topics include scaffolding ESL methodologies into instruction, shared understanding of what are access points for ELLs, checks for understanding to enable grouping of students, Deepen student interactions and discussions so that students take ownership of their learning, Use of exemplars across grades and across curriculum's, more reading and writing incorporated into every lesson and creating a print-rich, literate learning environment for the ELLs. Records of these meetings are in the form of minutes. Our school has a mandated template that captures teachers' discussions, professional development, and work in these teams.</p>
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## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>There is many parent involvement activities that take place in our school. Parents are given an update of their child's progress. Parents are invited to school events such as painting with the art teacher and your child night. The parent coordinator has jewelry and make-up classes for the parents. Parents are also offered English classes weeknights. The parents of our ELLs are strongly represented at our workshops and at school events. They are usually very responsive to teachers and they seek to proactively address issues with the students. We work very close with our bilingual parent coordinator to ensure that our parents are aware of the services in their community. Parents of ELLs are invited to participate in all meetings and initiatives of the Parent/Teacher Association and are represented on the School Leadership Team. Parents of ELL students also participate in multiple workshops provided by the ELL team (for example during open school night and selection of high schools). Our parent coordinator facilitates parent and student Weekend trips to the Bronx Zoo, Aquarium, Botanical Gardens, etc.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>CMSP328 provide annual meeting with parent on (parent engagement), which is held on Tuesdays. Teachers reach out to the parents and have meeting with the parents regarding their child's progress. Teachers mention to the parents then goals they have in place for their child. As for the parents who are unable to attend phone calls are made by teachers and the bilingual coordinator will reach out to the parents by making phone calls. Our parents' needs are addressed through the monthly meetings with our Parent Coordinator. Our Parent Coordinator facilitates two-way communication with parents and coordinates activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator is also involved in the initial orientation sessions, as well as focus groups and training workshops for parents. Our Parent Coordinator speaks Spanish, as do most our parents, and is available during school hours and via telephone during after school hours. Teachers also use their parent engagement time on Tuesdays to communicate with ELL parents on their child's progress. We also offer parents conference calls with teachers present. Many of our meeting logged in a parent contact binder and many times teachers post the out comes to the meetings on Skedula.</p>

## Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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## PART VI: ELL IDENTIFICATION ATTESTATION

## Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>The parents and the students are given a tour of the school. The parent coordinator of our school (Ms. Saldana) creates an orientation two days prior to the first of school. Parents receive training, on how to stay involved in their child's education and who to communicate with. Parents are given training on Skedula. The parent coordinator goes over the code of conduct with the parents. The dean of the school goes over the code of conduct. The parent coordinator informs parents regarding the after school, and Saturday Academy. Parents are also given information regarding immigration and where they may receive help. Lastly, students are given a tour of the school. Students are then paired with a buddy to ease the transition. Our parent coordinator, guidance counselor, teachers, assistant principal, and principal participate in all activities.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Principle, Assistant Principle, Parent coordinator, ENL Coordinator and the the parent. 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs) 2. Enrollment status of each newly admitted student is determined a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. 4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.5. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 5. Student is administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent's preferred language. 8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 10. If student is an ELL, parent is invited to the parent orientation meeting. The parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. The parent coordinator may assist the</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

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

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

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.



First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Jeanette	Marte	LAC	2020	Yes	JM

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
Herminia	Saldana	Parent Coordinator

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	11	4.4	11	4.4
English	99	39.6	99	39.6
Portuguese	1	0.4	1	0.4
Spanish	137	54.8	137	54.8
Soninke	1	0.4	1	0.4
Mandinka	1	0.4	1	1

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	11	14

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Over 75% of our parents have identified as their primary language. This has indicated to us that every written notice must be in both English and Spanish and that every meeting requires Spanish translation. During registration, non-English speaking parents are provided with home identification language in their home language. We document the languages that are present in our school and work with DOE translated using DOE Translation &amp; Interpretation Unit as needed. The unit is used for translation of assessments analysis and progress reports. Continued collection of data informs the school of those parents/ guardians who are in need of written translation and oral interpretation. Based on information from the home language survey, information regarding the language the parent speaks and writes is entered into ATS. We also use the (UPPG) Updated Parents Preferred language to keep updated with parents preferred languages and any changes that have taken place. Our school secretary reviews the data on a regular basis to check on missing or incorrect information in ATS. Information regarding parents abilities are located in ATS. Our secretary regularly runs a report in ATS which indicates missing information. She is then able to follow up if the parent language is not listed in ATS.</p>
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**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent-Teacher conferences	3 times a year	The parent coordinator translates the written lyrics in English and Spanish. Teachers are encouraged to use the translation phone line to help parents translate. PC can contact the hotline to translate parent-teacher conferences 3 times a year or works closely with teachers.
After School/ Saturday Academy	Beginning of the school year. October 2022	The parent coordinator translates consent forms and letters. Parents are invited to attend workshops in Spanish and English to understand what students are learning. The PC can contact the hotline for translations or work closely with teachers.

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	3 times a year	Many of our parents speak Spanish and most of our teachers are able to communicate with our parents.
ENL Annual Meeting	1 time a year	Many of our parents speak Spanish the ENL coordinator is able to communicate with our parents. For teachers who are unable to interpret the school will contact the OSLIS.
Curriculum Night	1 Time a year September 2022	Many of our parents speak and most of our teachers are able to communicate with our parents.
State testing Parent Workshop	April & May	The State Testing Parent Workshop is given in both languages in English and Spanish by two teachers.

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..)	Teachers and staff have a call list, which the call list states the parents who are in need of interpretation, Teachers will contact the parents in case of an emergency.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	The school nurse and Parent Coordinator have a call list, which the call list states the parents who are in need of interpretation. The nurse and Parent coordinator will contact the parents in case of an emergency.
(C) If a parent has an emergency and needs to contact the school.	If a parent has an emergency the school staff will do their best to their ability to communicate with the parent.

## 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	Turnkey Training
Over-the-Phone Interpretation Desk Aid	Turnkey Training
Language Access Handbook	Turnkey Training
T&I Unit InfoHub Link	Turnkey Training

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	Teachers received a PD on September 12, 2022, in which we discussed Chancellor's Bylaws. Teachers receive resources during professional development, as well as website and phone numbers to communicate. Teachers and staff are also reminded that they can also find the regulation on the DOE's website.
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>The Office of Language Access distributes multilingual posters to all DOE public schools at the beginning of each school year. Schools will post these posters in a highly visible location. M.S.328 will post this information in the main office. These posters provide instruction to LEP parents on where and how to obtain interpreter services. The Unit also makes available, on its website, additional multilingual signs (including that can be downloaded, printed and published by schools and offices. The DOE makes the Parents' Bill of Rights and the Special Education Guide for Parents available to parents in the languages covered. Both documents inform parents of their rights to parenting services. languages. These documents are distributed to parents at the beginning of each school.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>We gather information from parents through: School Survey for Parents, SLT and Parents Association. CMSP 328 has used the parent feedback in order to determine the population of our students and meet the needs of parents. We have also created auto messages to sent to parents' phones so they are aware of events taking place at our school.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Reminding teachers to be aware of the language services that are offer to our school.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

#### Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

## PART A: SCHOOL INFORMATION

Name of school:	Community Math and Science Prep
DBN:	06M328
<b>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.</b>	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:	65
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	3

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>■ Rationale</li> <li>■ Subgroups and grade levels of students to be served</li> <li>■ Schedule and duration</li> <li>■ Language of instruction</li> <li>■ Number and types of certified teachers</li> <li>■ Types of materials</li> </ul>	<p>According to the 2021 ELL Data Analysis Tool (EDAT), the majority of our students are at the transition and expansion levels of English language acquisition. Based on our analysis of our 2021 NYSESLAT scores, it was also revealed that many of our students are in areas of need for support to engage in academic speaking and writing. To support our students further develop the academic writing and expression skills of our ELLs, we will use the majority of grant funds to provide direct and targeted small group instruction during our extracurricular programs. During the program, students will receive independent supplemental ENL services for 1 hour and integrated ENL services for 1 hour within the Science or Social Studies content area. One of the main objectives of the program is to develop the basic and disciplinary knowledge of our ELL students. Therefore, the ENL teacher and the social studies teacher will provide integrated ENL instruction. The teachers who will provide direct instruction to our ENL students are (Ms. Marte) certified in ENL (Ms. Adames) certified in ELA with a bilingual extension, a math teacher (Mr. Quezada) and the ELA teacher (Mrs. Duran) Instruction will be provided in the English language with appropriate scaffolds. and opportunities to use the students' home language as an entry point for learning. Mr. Quezada and Ms. Duran will provide learning support for ENL students. Ms. Adames and Ms. Marte will provide blended learning support. The materials we will use during our after-school program include texts from National Geographic, including rich illustration to support new language acquisition and project-based learning opportunities that will advance our ENL disciplinary reading and writing skills. While using National Geographic text, students will learn through projects, which will give students the tools for inquiry, reasoning, and presentation (speaking) skills. Teachers will provide interdisciplinary thematic instruction to offer our ELLs opportunities to use academic language in all content areas. Routines and activities also offered by the program will help teachers advance students' English pre-literacy to literacy skills more effectively. Within the integrated model, the ENL teacher will focus on developing students' vocabulary and improving their writing skills. Content area teachers will continue to work with students in their area of need. Both teachers will work with students in small groups using a variety of co-teaching models (two groups of students, two teachers, two groups of students, one teacher before and reteach, one teaches content, etc.). The materials are on site and free of charge for Title III. Additionally, students will be exposed to articles based on current events and world history, allowing them to develop their vocabulary skills. Students will also work on their note taking skills; they will be able to annotate the text and identify important evidence. Materials are on site and at no cost to the Title III program.</p>
<p>Rationale</p>	<p>Community Math &amp; Science Prep is continually trying to improve its students' cognitive academic language proficiencies by setting high standards and providing differentiated instruction to our ENL population. To date, we have 65 ENL students. This year we will continue those standards by predominately focusing on vocabulary development in both languages across all content areas. As for the 2021 NYSESLAT the scores show the students are in need of support with the listening and writing skills. To help students further develop their English Literacy Skills and content area knowledge, CMSP 328's intentions are to utilize the majority of the funds for After school program. Students will receive support in speaking as well as writing.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>During the after-school program, the ENL and ELA teacher will group students according to language and literacy needs through the use of summative assessments of NYSESLAT data and formative data collected in the classroom and in IREADY. As for the subgroups are Entering, Emerging, Transitioning, and Expanding within all grade levels 6th, 7th and 8th grade. The reason for targeting these groups because the entering and emerging students showed ELA and ENL teachers will focus on developing students' productive speaking and writing skills, particularly with incoming and emerging students. Beginning and emerging ENL students will participate in regular conversation routines to help them write simple, extended, and complex sentences. Transitioning and expanding students will assist their classmates in conversation and provide additional learning opportunities through modeling. The activities that will take place during after school students will practice role play, Socratic Seminar, and group discussions. Students will improve on their speaking skills as well as building their confidence in speaking the English Language. Students will work on their writing skills through journal writing and through daily writing prompts. Students will create narratives and informational writing as well. Students will use mind maps in order to organize their ideas and to continue to add on to their ideas, and what they have learned. Students will practice the peer editing. Students will have discussions on their writing.</p>
<p>Schedule and duration</p>	<p>The after-school program will run from November 2022 to April 2023 starting at 2:30 p.m. at 4:00 pm. The duration of the program is 1.5 hours and will be on the following days: Wednesday, Thursday and Friday. The extracurricular program will be 40 sessions, the program will end the last week of April. There will be additional funds needed to address the Title III Plan that will be found in other school funding sources.</p>
<p>Language of instruction</p>	<p>Language of instruction: Students will receive language instruction in both languages in order for students to become familiar with cognates as well as building their vocabulary skills across all content areas.</p>
<p>Number and types of certified teachers</p>	<p>Number of Teachers: 1- TESOL 2- Bilingual 1- Math 1- ELA</p>

Types of materials	Materials: The following materials which will be incorporated into the after school and Saturday academy program are computer program Imagine Learning students continue to learn independently and read at their grade level. Articles from ESL Library students are exposed to vocabulary prior to reading to reading a text students are able to practice using close reading. As well as teacher made materials, which students use discussion cards in order to create discussion with their classmates.
Include any additional details here:	N/A
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: <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	M.S. 328 will promote and deliver quality instruction and excellence in education by establishing a professional culture of collaborative planning, examining of pedagogy and curriculum and becoming co-learners with teachers to find ways to transform classroom practices. We will be guided by an analysis of our students' needs based on student data such well as the English and Math state exams. The instructional practices used by teachers will be informed by the iReady program and Imagine Learning. Our teachers will receive ongoing high quality professional development both inside and outside of the school site. Teachers will meet twice a month to discuss the implementation of the programs, lesson plans, material applications, new studies, requirements, best practices, data, etc. on Tuesdays .
Rationale	A major goal of our professional learning plan will focus on supporting and deepening teacher knowledge of instructional best practices to meet the diverse linguistic and literacy needs of our ELL students. This learning will equip teachers with strategies and resources to support our students excel academically and linguistically.
Teachers to receive training	The teachers that will benefit from the professional learning session will include Ms. Duran, Ms. Ramirez, Mr. Quezada, and Ms. Cosme. The PDs are also open to all teachers in M. S.328, additionally, teachers will receive professional learning opportunities.
Schedule and duration	The schedule PDs will take place once a month the first Tuesday of each month. The PDs will be 1hour and 30 minutes long.
Topics to be covered	November 1, 2022 Tuesday- Language Objective December 6. 2022 Tuesday- Scaffolding close reading for ELL: How to scaffold for ELLs in Writing January 3, 2023 Tuesday-Supporting SIFE, Long-Term ELLs, and Former ELLs students in the classroom: February 7, 2023 Tuesday-Using the New Language Progressions to Scaffold learning March 7 ,2023 Tuesday -Exploring components of the NYSESLAT and Student Data Begin
Name of provider	Ms. Marte- ENL Teacher Ms. Santos - ELA Teacher
Include any additional details here:	N/A

## PART D: PARENT ENGAGEMENT ACTIVITIES



<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>At CMSP 328 parental involvement has been a key component for our students' successes and accomplishments. Our ELLS program plans to enhance the level of parental involvement by building a strong Family Support Team, which participates in the most diverse aspects of our journey.</p>
<p>Rationale</p>	<p>Our goal is to promote a minimum of 20 hours of meaningful activities for the parents of ELLs with topics related to their children's academic and linguistic growth. Parents will receive workshops based on their needs and their child's needs. The workshop where parents will gain tips on how they can assist their students with daily homework. Parents will get a technology training based on google classroom, pupil path, and Iready. Parent can become involved with their child work and know what is happening in the classrooms. We will promote workshops conferences and small group meetings, in which parents and teachers will have the opportunity to report and discuss students progress, attendance and participation level.</p>
<p>Schedule and duration</p>	<p>The length of the parent engagement will be at least 1.5 hours long. The parent engagement will be held monthly in our school.</p>
<p>Topics to be covered</p>	<p>The schedule and topics to be covered are as follows Helping.your Child with Homework - Tuesday, November 15, 2022 Parents are able to learn how they are able to help their children at home with homework. If parents are able to help their child read or website they are able to use as a family. Technology Training- January 10, 2023 Parents are trained in technology, to learn how use the google classroom, track their children's grades and to assist their children in homework .</p>
<p>Name of provider</p>	<p>The Family Support Team consists of an administrator, 1 bilingual special education teacher, 1 ENLTeacher, parent coordinator, guidance counselor, parent association representative and support personnel. The parent engagement will be held by Ms. Saldana and our ENL Coordinator, Ms. Marte. The parent engagement will be held by Ms. Saldana and our ENL Coordinator, Ms. Marte.</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be kept in contact with the school through phone calls or letters to be sent home. We are currently using a text messaging program called "REMINDER". Parents will receive messages with up coming school events. We are also communicating with parents via email using "School Messenger. Our Parent coordinator, Ms. Saldana, will serve as the main communication link between parents and teachers and will assist in facilitating parents activities. All the messages that have been sent out to the parents are translated in the home language. If parents have questions the staff are able to answer the parents questions as well as translate for the parents as well. If the staff is unable to translate the staff is aware that they are able to use the translation hotline provided by the DOE. Staff and parents have access for language Translation cite as well as the hotline.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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
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## Part 2: All Title I Schools

<b>High Quality and Ongoing Professional Learning:</b> 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.	
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## Part 5: “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

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

## 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.

<sup>2</sup>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.

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## APPENDIX 6: SUBMISSION ASSURANCES

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### Submission Assurances

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

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