

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	06M366
School Name	Washington Heights Academy
Principal	Renzo Martinez

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

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

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

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 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:	PS/IS 366: Washington Heights Academy
District Borough Number (DBN):	06M366
Grades Served:	Pre-Kindergarten – Grade 8
School Address:	202 Sherman Avenue New York, NY 10034
Phone Number:	212-304-3320
Fax:	212-304-3322
School Contact Person:	Mr. Renzo Martinez
School Contact Person Email Address:	rmartin8@schools.nyc.gov
Principal:	Mr. Renzo Martinez

United Federation of Teachers (UFT) Chapter Leader:	Ms. Donna Donato
Parents' Association President:	Ms. Yesenia Aviles
SLT Chairperson:	Ms. Nicole Bonheur
Title I Parent Advisory Council Chairperson (PAC):	-
Student Representative(s) Middle /High School:	-
Student Representative(s) Middle /High School:	-
Community Based Organization (CBO) Representative:	Mr. Felix Matos
School-Based Students in Temporary Housing (STH) Liaison:	-

District Information

Geographic District:	Community School District 6
Superintendent:	Mr. Manuel Ramirez
Superintendent's Office Address:	333 Seventh Avenue
Superintendent's Email Address:	mramire4@schools.nyc.gov
Phone Number:	212-304-3320
Fax:	212-304-3322

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
Renzo Martinez	School Principal	
Jeanette Trejo	United Federation of Teachers (UFT) Chapter Leader or Designee*	
Susana Ramos	Parents' Association (PA)/Parent-Teacher Association (PTA) President or Designated Co-President*	
Felix Matos	CBO Representative, if applicable	
Nicole Bonheur	Staff Member	
Manuel Estrella	Staff Member	
Yesenia Aviles	Parent Member	
Dora Dominguez	Parent Member	
Reyna Salcedo	Parent Member	
	District Council 37 (DC37) Representative (staff) if applicable	
	Title 1 Parent Advisory Council Chairperson (or alternate)	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
--------------------------------------	---------------

Provide your school’s mission statement:	<p>The mission of PS/IS 366: Washington Heights Academy is to prepare its students to respond to life’s challenges and opportunities with confidence and intelligence. Our aim is to provide children with learning experiences that will foster a constructive growth mindset, strong self-esteem, responsible community involvement, and success in high school, college and career. Through high expectations and a rigorous academic curriculum that engages all students, we strive to raise critical thinkers and self-directed learners, and to support in students a love of learning—now and throughout their lives. We believe that relationships, with oneself and with others, form the basis of learning and teaching. These relationships extend beyond the classroom to include children’s families and the multiple communities to which they belong. By building meaningful relationships among school, home and the wider community, we seek to instill in each child an integral sense of continuity and connection that will support his or her growth in its many dimensions. Learning is a natural human process inherent to all children, transcending cultural, socio-economic and learning differences. Children’s innate interests and capabilities are essential to the learning process. A stimulating and engaging environment can awaken a sense of wonder and intellectual curiosity that must be carefully guided and fed. Students learn best when teachers draw upon their existing understandings and help them build new understandings based on increasingly complex knowledge. To this end, our school integrates child-centered pedagogies with rigorous, content-rich instruction in response to ongoing assessment of individual student needs.</p>
------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school’s student population.</p>	<p>PS/IS 366: Washington Heights Academy (06M366) is a New York City Department of Education public school located in District 6, serving children from diverse cultural, linguistic and socio-economic backgrounds that reflect the demographics of the district as a whole. The Academy was initiated as a program in September 2004 and attained full capacity as a Pre-Kindergarten to Grade 8 school in September 2016. As a school community we share the following beliefs: Relationship is at the heart of teaching and learning: An effective learning environment places meaningful relationships - among teachers, students, families and other community members - at its center. Family engagement is key to children’s academic success: Families play an essential role in their children’s education and should be invited to participate meaningfully in their children’s school lives. Children learn by doing: Children learn by handling materials, exploring their environments, planning projects and conducting experiments. Effective teaching encourages learning through hands-on engagement, collaboration and discovery. Education is multi-dimensional: A well-rounded education should include not only mastery of information and skills, but opportunities for physical activity, self-expression, artistic creation, personal reflection, critical thinking and the development of social, emotional and ethical competencies. These beliefs are reflected in rigorous curriculum, engaging academic instruction, and student participation in Arts, PE/Health and Technology classes. We partner with Inwood Community Services for K-8 out-of-school-time programming, and enjoy a wide range of partnerships with organizations throughout New York City, including Ballet Hispanico, Children's Arts & Science Workshops, Dancing Classrooms, LEAP (Learning through an Extended Arts Program) and Yeshiva University. In addition to three full-day Pre-Kindergarten classes, Washington Heights Academy serves two classes per grade in Kindergarten to Grade 8. Many of our students remain part of our learning community from the age of 4 to the age of 14. Our graduates are well prepared to attend a wide variety of high schools that meet their unique interests and needs.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
Pre-Kindergarten	PK	PK for All Units of Study: Explore	
ELA	K-5	Ready Gen	
ELA	6-8	EL Education	
Math	K-8	enVision	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve students' knowledge and use of grade level vocabulary	iReady 2021 data indicates that 46% of current Grade 6 students are on or above level for Vocabulary.	Limited availability of online resources to support use of multiple texts due to limitations of blended and remote instruction Fewer opportunities for formative assessment and feedback due to limitations of blended and remote instruction
Strengthen students' comprehension of Literary and Informational text	iReady 2021 data indicates that 36% of current Grade 6 students are on or above level for comprehension of Literary and Informational text.	Limited opportunities for robust collaborative group work due to limitations of blended and remote instruction Fewer opportunities for high level questioning and discussion due to limitations of blended and remote instruction

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	58.3%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 2%, from 58.3% to 60.3%, as measured by NYS ELA Exam.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady Reading Diagnostic	Percentage of students scoring on or above grade level	45% on or above grade level	38% on or above grade level		

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2021	01/31/2022	Ensure all students have access to rigorous, high quality instruction from teachers who know the standards and curriculum
09/01/2021	01/31/2022	Assess core instruction to determine if the needs of all students, including ELLs and SWDs, are met
09/01/2021	01/31/2022	Continue professional learning about models of co-teaching for ICT and integrated ELL instruction
09/01/2021	01/31/2022	Engage all students, including ELLs and SWDs, in grade-level, content-rich instruction by general education, special education and ELL teachers

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?)
02/01/2022	06/25/2022	Analyze standards to prioritize skills students require in order to progress within shared curriculum
02/01/2022	06/25/2022	Plan for instruction that includes regular opportunities for meaningful student discourse
02/01/2022	06/25/2022	Plan for instruction that includes multiple points of entry (e.g., multiple means of representation and expression)
02/01/2022	06/25/2022	Teach academic language and vocabulary in the context of authentic learning tasks to ensure that all students, including ELLs and SWDs, can access key content and ideas

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)
09/21/2021	01/21/2022	TBD	TBD
02/21/2022	06/21/2022	TBD	TBD

Human Resources	Funds will be used for Consultants, Professional Development, Teacher Coverages, and Per session for extended learning opportunities
Instructional Resources	Curriculum, texts, supplemental materials for extended learning opportunity
Schedule Adjustments	Opportunity for embedded PD, Grade Band and Lead teacher meetings, ILT Meetings, schedule will reflect 12 periods of ELA instruction
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve student mastery of Measurement and Data	iReady 2021 data indicates that 53% of current Grade 6 students are on or above level in Measurement and Data	Limited use of manipulatives and other hands-on practice due to limitations of blended and remote instruction Fewer opportunities for formative assessment and targeted feedback due to limitations of blended and remote instruction
Strengthen students' conceptual understanding, including Algebra & Algebraic Thinking	iReady 2021 data indicates that 50% of current Grade 6 students are on or above level in Algebra & Algebraic Thinking	Limited opportunities for robust collaborative group work due to limitations of blended and remote instruction Fewer opportunities for high level questioning and discussion due to limitations of blended and remote instruction

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	55%	By June, 2023, Elementary/Middle School Math for All Students will Increase 2%, from 55% to 57%, as measured by NYS Math Exam.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady Math Diagnostic	Percent of students scoring on or above grade-level	44% on or above grade level	38% on or above grade level	45% on or above grade level	57% on or above grade level

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2021	01/31/2022	Ensure all students have access to rigorous, high quality instruction from teachers who know the standards and curriculum.
09/01/2021	01/31/2022	Assess core instruction to determine if the needs of all students, including ELLs and SWDs, are met
09/01/2021	01/31/2022	Continue professional learning about models of co-teaching for ICT and integrated ELL instruction.
09/01/2021	01/31/2022	Identify, analyze and plan for language demands within units of study and cognitively challenging mathematical tasks

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?)
02/01/2022	06/25/2022	Analyze standards to prioritize skills students require in order to progress within shared curriculum
02/01/2022	06/25/2022	Plan for instruction that includes purposeful student engagement
02/01/2022	06/25/2022	Plan for instruction that includes multiple entry points for students (eg, multiple means of representation and expression)
02/01/2022	06/25/2022	Select a set of high utility target words for each unit of study; provide multiple opportunities to learn target vocabulary across lesson

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)
09/18/2021	01/18/2022	tbd	tbd
01/18/2022	06/24/2021	tbd	tbd

Human Resources	Funds will be used for Consultants, Professional Development, Teacher Coverages, and Per session for extended learning opportunities
Instructional Resources	Curriculum, texts, supplemental materials for extended learning opportunity
Schedule Adjustments	For embedded PD, Grade Band and Lead teacher meetings, ILT Meetings, schedule will reflect 12 periods of Math instruction
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Train all teachers and staff in Restorative Justice practices to support student discipline	2018-2019 School Survey data indicates that 77% of students say that discipline is applied fairly in the school.	Teachers and staff have limited understanding of Restorative Justice practices
Raise student awareness of Restorative Justice practices to support student discipline	2018-2019 School Survey data indicates that 76% of teachers say that discipline is applied to students fairly in the school.	Students and families have limited understanding of Restorative Justice practices
Provide consistent opportunities for teacher and student voice in relation to schoolwide disciplinary practices	2018-2019 School Survey data indicates that 77% of students and 76% of teachers say that discipline is applied to students fairly in the school.	Teachers and students have limited understanding of Restorative Justice practices

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	84%	By June, 2023, practices related to Safety will improve 5%, from 84% to 89%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/15/22			
Panorama Student-Teacher Surveys	Safety & Discipline Questions	84%	87%		

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?)
09/01/2021	01/31/2022	Conduct Professional Learning activities with teachers, paraprofessionals and other staff on the purpose and practices of Restorative Justice
09/01/2021	01/31/2022	Teach students about the purpose and practices of Restorative Justice via Advisory sessions, homeroom meetings, and grade level assemblies
09/01/2021	01/31/2022	Raise family awareness about Restorative Justice via presentations at Open School Night, SLT meetings, PTA meetings and workshops

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?)
02/01/2022	06/25/2022	Engage teachers and paraprofessionals in development and implementation of Restorative Justice via Professional Learning sessions and Professional Planning Teams
02/01/2022	06/25/2022	Engage teachers and paraprofessionals in development and implementation of Restorative Justice via Advisory, Homeroom and Student Council
02/01/2022	06/27/2022	Engage families in development and implementation of Restorative Justice via SLT, PTA and workshops

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)
09/21/2021	01/21/2022	Tbd	tbd
02/21/2022	06/21/2022	tbd	tbd

Human Resources	Funds will be used for Consultants, training for PL on restorative, Teacher Coverages, and Per Session for extended learning opportunities
Instructional Resources	Restorative justice curriculum, Responsive Classroom and Samford Harmony
Schedule Adjustments	SEL activities will be built into the school day, Advisory Program is built into the day in K-8, Group sessions is schedule to support student with SEL,
Other Resources Needed	N/A

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)
Increase awareness among families of ELLs of the importance of attending school regularly and arriving on time	Attendance data indicates that 27% of K-8 students were chronically absent during the 2020-2021 school year	Limited technology availability and training for families of ELLs to support blended and remote instruction
Increase awareness among families of IEPs of the importance of attending school regularly and arriving on time	Attendance data indicates that 27% of K-8 were chronically absent during the 2020-2021 school year	Limited technology availability and training for families of SWDs to support blended and remote instruction
Increase levels of classroom engagement for identified student sub-groups	2020-2021 Advance data indicates that fewer than half of all teachers scored as Highly Effective in Danielson 3b or 3c based on classroom observations	Limited opportunities for robust collaborative group work due to limitations of blended and remote instruction Fewer opportunities for peer to peer questioning and discussion due to limitations of blended and remote instruction

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	17.6	By June, 2023, Chronic Absenteeism for All Students will Decrease 4.3%, from 17.6 to 13.3%, 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			
New Visions Portal Chronic Absenteeism data	Reduce Chronic absentee rate of 13.3%	17.6%	15.5%	16%	17.6%

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?)
09/01/2021	01/31/2022	Hold weekly attendance meetings with set agenda
09/01/2021	01/31/2022	Collect and review classroom and school-level attendance, tracking interventions and making adjustments as needed
09/01/2021	01/31/2022	Explain expectations for attendance, and how absences can add up, via parent workshops, events and newsletters
09/01/2021	01/31/2022	Identify challenges and solutions for families of historically chronically absent students; contact families of chronically absent students to develop attendance plans for 2020-2021 school year
09/01/2021	01/31/2022	Establish a system for regular follow-up by School Counselor, School Culture and Equity Coordinator, Parent Coordinator and/or classroom teachers to provide supports to identified families to prevent students from becoming chronically absent

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?)
02/01/2022	06/25/2022	Establish a system to reward 100% attendance and improved attendance for all students, including ELLs., SWDs and ED students
02/01/2022	06/25/2022	Celebrate individual progress through monthly recognition (eg, verbal and written acknowledgment, attendance certificates)
02/01/2022	06/25/2022	Provide enrichment activities for students, such as field trips, assemblies and residencies

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)
09/21/2021	01/21/2022	tbd	tbd
02/21/2022	06/21/2022	tbd	tbd

Human Resources	School Culture and Equity Coordinator (SCEC), Attendance Team and Attendance Teacher for follow up and Home visits
Instructional Resources	N/a
Schedule Adjustments	Scheduled Attendance Meeting, and Attendance Assemblies
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Develop teachers' awareness of the important of timeliness of IEP completion		
Strengthen SpEd teacher training in the development and writing of IEPs		

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
SWD who are also English Language Learners (ELL)	90	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve Timeliness of IEP completion by Increase 5% , from 90% to 95% improved completion, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
SEGIS IEP Completion Report	95%	90%	92%		

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?)
09/01/2021	01/31/2022	Conduct IEP meetings within specified compliance dates	Create IEP staff calendar with due dates two weeks prior to compliance dates to ensure timely completion.
09/01/2021	01/31/2022	Monitor referrals to Special Education to ensure appropriate referrals only	AP for Special Education to review all Special Education referrals with a focus on ELLs
09/01/2021	01/31/2022	Ensure that programs and services mandated on each student's IEP are delivered	Regular review of delivery of IEP programs and services with Special Education staff
09/21/2021	06/21/2022	tbd	tbd
09/21/2021	06/21/2022	tbd	tbd
09/21/2021	06/21/2022	tbd	tbd
09/21/2021	06/21/2022	tbd	tbd

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)
09/21/2021	01/21/2022	tbd	tbd
02/21/2022	06/21/2022	tbd	tbd

Human Resources	Tbd
Instructional Resources	Tbd
Schedule Adjustments	Tbd
Other Resources Needed	Tbd

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	More than half a grade level behind in literacy	Reading Reform Foundation’s strategies	small group	During school	no
tbd	tbd	tbd	tbd	tbd	tbd
tbd	tbd	tbd	tbd	tbd	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)
tbd	tbd	tbd	tbd	tbd	tbd
tbd	tbd	tbd	tbd	tbd	tbd
tbd	tbd	tbd	tbd	tbd	tbd

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>Describe the services you are planning to provide to the STH population.</p>	
---------------------------------------------------------------------------------	--

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS/IS 366: Washington Heights Academy (06M366), in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students
<p>PS/IS 366: Washington Heights Academy (06M366) will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS/IS 366: Washington Heights Academy (06M366), in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	6
Borough:	Manhattan
School Number:	PS/IS 366: Washington Heights Academy (06M366)

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	Mr. Renzo Martinez
Assistant Principal	Ms. Lynne Doherty Herndon
Data & Assessment Coordinator	Ms. Nicole Bonheur
ELL/MLL Coordinator	Ms. Maria Reynoso
English as a New Language (ENL) Teacher	Ms. Sorangel Solpiaget
Instructional Coach	Ms. Cynthia Rivera
School Counselor	Ms. Digna Rodriguez
Parent Coordinator	Ms. Alexandra Ulloa
Parent	Ms. Marilandia Barrientos

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	6
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	454
Total number of current ELLs at your school:	71
Total percentage (%) of current ELLs at your school:	15.6%
Total number of former ELLs at your school:	32
Total percentage (%) of former ELLs at your school:	7%

PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
DL	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
DL	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0					0
DL	n/a	n/a	n/a	0	0	0		0	0	0	0	0					0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
-----------------------------------------------------------------------------------------------------------	----

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>We adhere to all regulations delineated in CR Part 154.2 for delivery of ELL instruction to students at each proficiency level. Students at the Entering and Emerging levels receive 2 units (360 minutes) per week of mandated ELL instruction: 1 unit (180 minutes) of Stand-Alone ENL plus 1 unit (180 minutes) of Integrated ENL. Students at the Transitioning level receive 1 unit (180 minutes) per week: .5 unit of Stand-Alone ENL plus .5 unit of Stand-Alone OR Integrated ENL. Our school currently has two full-time, licensed ESOL teachers assigned to our ENL program, each focusing on a specific grade band (K-3 and 4-8). This organizational model allows each ENL teacher to collaborate closely with the general classroom teachers within and across grade levels to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Instruction is delivered through a combination of Stand-Alone ENL and Integrated ENL (depending on students' proficiency levels), allowing ELLs to keep pace with their peers in heterogeneous general education classrooms while providing opportunities for targeted small-group instruction, with an emphasis on peer-to-peer conversation and collaboration to support oral language development as well as literacy skills. Stand Alone ENL instruction is provided by a certified ESOL Teacher. ELLs are generally grouped by grade or grade band (for example, K/1) for Stand-Alone ENL instruction. Students who are deemed to be at risk may receive additional small-group instruction targeted to their specific needs. An ELL Professional Planning Team (PPT) meets on a weekly basis in order to set goals, plan instruction and develop systems for monitoring student progress.</p>
<p>Integrated English as New Language (ENL)</p>	<p>We adhere to all regulations delineated in CR Part 154.2 for delivery of ELL instruction to students at each proficiency level. Students at the Entering and Emerging levels receive 2 units (360 minutes) per week of mandated ELL instruction: 1 unit (180 minutes) of Stand-Alone ENL plus 1 unit (180 minutes) of Integrated ENL. Students at the Transitioning level receive 1 unit (180 minutes) per week: .5 unit of Stand-Alone ENL plus .5 unit of Stand-Alone OR Integrated ENL. Students at the Expanding level receive 1 unit (180 minutes) per week of Integrated ENL. Students at the Commanding level continue to receive .5 unit (90 minutes) per week of Integrated ENL for two years after exiting ELL status. Stand Alone ENL instruction is provided by a certified ESOL Teacher. Integrated ENL instruction for each classroom is delivered by 2 individually certified teachers (1 Common Branch/Content Area teacher + 1 certified ESOL teacher). Our school currently has two full-time, licensed ESOL teachers assigned to our ENL program, each focusing on a specific grade band (K-3 and 4-8). This organizational model allows each ENL teacher to collaborate closely with the general classroom teachers within and across grade levels to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Instruction is delivered through a combination of Stand-Alone ENL and Integrated ENL (depending on students' proficiency levels), allowing ELLs to keep pace with their peers in heterogeneous general education classrooms while providing opportunities for targeted small-group instruction, with an emphasis on peer-to-peer conversation and collaboration to support oral language development as well as literacy skills. Classrooms at Washington Heights Academy are intentionally heterogeneous, with most classes including a mix of general education students, SWDs, ELLs, and students performing below, at and above grade level. Students who are deemed to be at risk may receive additional small-group instruction targeted to their specific needs.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>not applicable</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>We adhere to all regulations delineated in CR Part 154.2 to deliver mandated minutes of ELL instruction to students at each proficiency level. --Students at the Entering and Emerging levels receive 2 units (360 minutes) per week: 1 unit (180 minutes) of Stand Alone ENL plus 1 unit (180 minutes) of Integrated ENL. --Students at the Transitioning level receive 1 unit (180 minutes) per week: .5 unit of Stand-Alone ENL plus .5 unit of Stand-Alone OR Integrated ENL. --Students at the Expanding level receive 1 unit (180 minutes) per week of Integrated ENL. --Students at the Commanding level continue to receive .5 unit (90 minutes) per week of Integrated ENL, or other services that monitor and support their language development and academic progress, for two years after exiting ELL status. In Stand-Alone ENL, students receive instruction from a certified ESOL Teacher in order to acquire English language skills that will help them to succeed in all content areas. Integrated ENL instruction for each classroom is delivered by 2 individually certified teachers (1 Common Branch/Content Area teacher + 1 certified ESOL teacher).</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	not applicable
In which language(s) is each core content area taught?	not applicable
How is instruction designed to include both languages?	not applicable
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	not applicable

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	During the 2022-2023 school year, approximately 58% (41 out of 71) of our current ELLs are classified as Newcomers. 32 of these Newcomers were enrolled in Kindergarten to Grade 2, 6 in Grade 3 and 1 each in Grades 4, 5 & 7. We currently do not have any students with Inconsistent/Interrupted Formal Education (SIFE). Newcomers receive academic and linguistic instruction targeted to their specific needs as new learners of English. To develop early language skills, newcomers who test as Entering or Emerging receive two units (360 minutes) per week of ENL instruction. Newcomer programs include one unit (180 minutes) of integrated ENL in the general classroom, in addition to one unit (180 minutes) of targeted, stand-alone ENL in a small group setting. Students who test as Entering are served in small groups in order to receive ample opportunities to practice the oral language skills that lay the groundwork for literacy development. Core curriculum materials are augmented with instructional scaffolds such as schema-building, pictorial support, direct modeling, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To strengthen students' foundational literacy skills, all K-2 classroom teachers have been trained in Reading Reform; one of our ENL teachers has also received Reading Reform training. Developing: Students who test as Transitioning receive a minimum of one unit (180 minutes) per week of ENL instructional time, through a combination of at least .5 unit (90 minutes) of integrated ENL in the general classroom and up to .5 unit (90 minutes) of stand-alone ENL. Students who test as Expanding receive one unit (180 minutes) per week of integrated ENL instruction in the general classroom. These students cover the same academic content, concepts and skills as their English-proficient peers, with an ESOL-certified teacher providing scaffolding specific to their needs. Students receive regular small group instruction, allowing them additional opportunities for listening and speaking practice, as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ENL teachers, who use Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	During the 2022-2023 school year, approximately 7% (5 out of 71) of our ELLs were classified as Long-Term ELLs (a higher percentage than usual due to the impact of the pandemic). These students receive the mandated units of ENL instruction, delivered through integrated and/or stand-alone instruction, depending upon proficiency levels. The ENL teacher works closely with the general classroom teacher to identify and address these students' needs. The ENL teacher also collaborates with the Special Education teacher to meet the needs of ELLs who are also SWDs. Targeted interventions for long-term ELLs, as well as students who are in jeopardy of meeting the criteria for long-term ELL status, are provided by the classroom teacher, the ENL teacher and/or other out-of-classroom staff. Scaffolded supports from our core curricula are supplemented with materials Reading A-Z's ELL Enhanced Reading Solution. Materials from Continental's Empire State NYSESLAT are used to further enhance students' proficiency in academic English and to provide students with exposure to the types of questions and tasks they will encounter on the NYSESLAT. Long-term ELLs are strongly encouraged to attend our Title III Program, as well as Saturday Academy and summer learning opportunities, in order to receive additional support.

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>During the 2022-2023 school year, approximately 7% (32 out of 502) of our total student population are classified as Former ELLs. Students who have tested as Commanding on the NYSESLAT - or who score at the Expanding level on the NYSESLAT and also achieved a Level 3 or 4 on the NYS ELA exam - continue to receive mandated support for two years after exiting ELL status. As per the "Alternative Pathways to Support Former ELLs' Language Development and Academic Progress," we provide continued support through Option A: Small Group Learning, or Option D: Minimum of .5 unit of study (90 minutes) per week of Integrated ENL in the general classroom. To the extent possible, newly Commanding students are placed in the same classrooms as current ELLs so they can benefit as fully as possible from ELL methodologies provided by both the ENL teacher and the general classroom teacher. English Language Learners are provided with time and a half for all State Exams, administered in a separate setting, for two years after they exit ELL status. Former ELLs are strongly encouraged to attend our After School Academic Enrichment Program, as well as Saturday Academy and summer learning opportunities, in order to receive additional support.</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>Data analysis indicates that writing is the modality in which our ELLs require the most intensive support. To address this need, our ELL team schedules integrated ENL support during double periods of Literacy/ELA to the greatest extent possible, in order to provide more in-depth writing support within the context of the general classroom. Teachers scaffold writing tasks to support ELLs based on their needs, using ongoing observation and formative assessment to determine which scaffolds will most effectively support students in the successful completion of each task. Teachers use task-specific rubrics to assess students' strengths and weaknesses across content areas and types of writing. Because vocabulary is another area of high need for our ELLs, teachers incorporate explicit vocabulary instruction in each lesson. Formative and summative assessment data are collected and disaggregated by class, by grade level, by sub-group and on a school wide basis in order to identify trends that will further inform instruction. ENL teachers are active participants in grade band PPT meetings and PLC sessions, in which teachers across all content areas use collaborative protocols to learn from student work and to plan instruction in relation to current data.</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>There is a strong correlation between students' performance on the NYSESLAT and the NYS ELA and Math Assessments. Most of our ELLs have tested as Transitioning or Expanding on the NYSESLAT by the time they enter Grade 3. While many of these students score at Level 2 on the NYS ELA and Math Assessments, a small number of ELLs are able to demonstrate proficiency on these assessments while scoring as Expanding on the NYSESLAT. Many Former ELLs are able to demonstrate proficiency on the NYS ELA and Math Assessments within a few years of testing out of ELL status.</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>Housing insecurity affects the academic performance of some English Language Learners. More than 10% (12 out of 103) of our current and former ELLs are living in temporary housing during the current school year. Internet access is inconsistent for some of our ELLs, even for those who are not experiencing housing insecurity, making it difficult for them to make use of remote learning tools. In addition, English Language Learners with special need (ELL-SWD) often progress at a slower rate than their non-SWD peers. Chronic absenteeism is also a challenge for some of our ELLs. Frequent absences have a negative impact on students' linguistic and cognitive growth and academic performance. As a result, chronically absent students progress at a slower rate than ELLs with more consistent attendance. To address these concerns, improving the chronic absentee rate among ELLs is one of our CEP goals for the 2022-2023 school year.</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>During the 2022-2023 school year, Spanish has been identified as the home language of 99% of our current ELLs (70 out of 71) and 97% of our Commanding ELLs (31 out of 32). One current ELL's home language is Serbo-Croatian, and one commanding ELL's home language is French. Content-area instruction in ELA/Literacy, Math, Science and Social Studies is delivered in English, with ENL and home language support provided as necessary. Because the majority of our ELLs come from Spanish-speaking homes, Spanish-language editions of textbooks are provided for each content area, and our school and classroom libraries include Spanish language and bilingual books. Our ENL-licensed teachers are fluent in Spanish, allowing them to clarify content as needed and to conduct informal, ongoing assessments in the students' home language. Many of our classroom teachers have bilingual extensions, allowing them to bring additional expertise to ELL/MLL instruction. Other bilingual classroom teachers, paraprofessionals and school support staff offer home language support throughout the school day. Additional resources are provided on as-needed basis for ELLs whose home language is other than Spanish, allowing all ELLs/MLLs to utilize their home language as a support for their social, emotional and academic development.</p>

<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The majority of our ELLs are of Hispanic descent and are racially classified as Black. Other racial classifications among our Hispanic ELLs include White, American Indian/Alaskan Native, Multiracial and Native Hawaiian/Pacific Islander. Our small minority of non-Hispanic ELLs include racial classifications of Multiracial and White. The ENL team participates in weekly grade level Professional Planning Team meetings, which provide opportunities to collaborate with general and special education teachers to plan culturally and linguistically responsive instruction. Students' backgrounds, cultures, identities and interests are at the core of our planning. Through the study of multicultural literature, world cultures and the diverse histories and cultures of the United States, we seek to provide a student centered learning environment that affirms racial and cultural identities, fosters positive academic outcomes, develops students' abilities to connect across cultures, and contributes to each student's engagement, learning, growth, and achievement through the cultivation of critical thinking. Students' individual identities are also celebrated, explored and reinforced through the implementation of the Sanford Harmony SEL curriculum, Responsive Classroom activities and Middle School Advisory. Our schoolwide emphasis on social-emotional and cultural learning supports students in the development of strong self-esteem, positive relationships with peers and adults, and respect for cultural differences, as well as conflict resolution skills and problem-solving strategies. In addition, the school has conducted schoolwide professional learning about Diversity, Equity & Inclusion and key components of the CRSE Framework: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, and Inclusive Curriculum and Assessment. This professional learning will continue during the 2022-2023 school year as part of our Schoolwide Instructional Focus.</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>Data trends indicate that ELLs with IEPs often take longer to test as Commanding on the NYSESLAT than ELLs without IEPs, with the result that ELLs with IEPs are more likely to become long-term ELLs. While these students often test as proficient in Listening and Speaking on the NYSESLAT, they are less likely to test as proficient in Reading and Writing. Many students in this sub-group have underlying learning disabilities or language processing issues that interfere with their ability to demonstrate proficiency in academic English, especially in the areas of reading and writing. The retention and application of complex academic vocabulary can also impede reading comprehension and written expression. We do not currently have any SIFE students.</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 ILT carefully considers programmatic decisions for MLs/ELLs in relation to students' ages, grades and proficiency levels in order to provide necessary linguistic and academic support while maximizing learning experiences in the regular classroom. To develop early language skills, students in the lower grades who test at the Entering/Emerging level are provided with ENL services using a combination of integrated and stand-alone ENL instruction. The general curriculum is augmented with instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. K-2 classroom and ENL teachers have been trained in Reading Reform to develop students' foundational literacy skills. Upper grade students who have scored at the Entering or Emerging level on the NYSESLAT receive targeted, small group instruction for the mandated periods per week, in addition to scaffolded instruction in the general classroom. Scaffolds and supports from the core curriculum are supplemented with materials from Reading A-Z's ELL Enhanced Reading Solution, which help students to acquire background knowledge to support comprehension of grade-level content area discussions and texts. Upper grade students who are at the Transitioning/Expanding level receive integrated ENL instruction in the general classroom. ELLs cover the same academic content, concepts and skills as their English-proficient peers, with the ENL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by ENL teachers, as well as general and special education teachers, who use Reading A-Z's ELL Enhanced Reading Solution and tiered texts to support guided reading instruction and provide multiple entry points for ELLs. We use the EDAT and RLAT to inform ELL and schoolwide programming, including mandated minutes of ELL services and methods of delivery (stand-alone, integrated, flexible). Item analysis of NYSESLAT and NYS ELA & Math test data further inform programmatic decisions, including content areas through which ENL services are delivered. We revisit the EDAT throughout the school year to ensure that our ELL data is accurate and that the needs of all ELLs are being addressed.</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>Content-area instruction in ELA/Literacy, Math, Science and Social Studies is delivered in English, with ENL and home language support provided as necessary. Because the majority of our ELLs come from Spanish-speaking homes, Spanish-language editions of textbooks are provided for each content area, and our school library includes Spanish language and bilingual books. Many of our classroom teachers have bilingual extensions, allowing them to bring additional expertise to ELL/MLL instruction. The majority of our paraprofessionals are also bilingual. Additional home language supports are provided on a classroom-by-classroom basis for ELLs whose home language is other than Spanish. ENL teachers work closely with the general classroom teachers within and across grade levels and content areas to plan curriculum and to tailor instruction to help ELLs meet the demands of the Next Generation Learning Standards. Teachers use a variety of instructional approaches such as direct and guided instruction, cooperative learning and thematic units of study. Content areas are reinforced through close reading, shared reading, guided reading and independent reading experiences using materials that relate to specific units of study. While ELLs are expected to master the same academic content, concepts and skills as their English-proficient peers, this content may be delivered using different methods and instructional scaffolds such as schema-building, pictorial support, direct modeling, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction. Students are also given opportunities to verbalize their learning in paired, small-group and whole-group settings; listening, speaking, reading and writing are integrated across the content areas through the regular use of collaborative learning protocols.</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>In addition to ELL scaffolding and support materials that are included in our core curricula, the school has invested in materials specific to the needs of our English Language Learners. ELLs and ELL-SWDs receive additional support through technology-based programs such as Reading A-Z, BrainPOP videos and MyOn, which provide multiple points of entry, including oral read-aloud of leveled texts and ample pictorial support. ENL, general education and content area teachers regularly incorporate best practices including: providing visuals and user-friendly definitions for target vocabulary; posting sentence stems for oral and/or written responses; providing word banks that students can use for group discussion and/or independent writing; offering access to audio and video materials to provide comprehensible input and build prior knowledge; utilizing home language supports such as the use of translations in Google Classroom based on home language codes. The ENL team actively collaborate with Special Education teachers, as well as general education and content area teachers, in order to meet the needs of ELLs with IEPs. Special Education teachers who work with ELL-SWDs also use Foundations to supplement the phonics work that students receive in the general classroom.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our school's current ELL population includes a number of ELL-SWDs who receive related services in addition to ENL support. Students who require SETSS or ICT, including ELL-SWDs, are generally grouped in one classroom per grade. In order to maximize the time these students spend with their general education peers, SETSS is delivered on a push-in basis to the greatest extent possible. ELL-SWDs also receive ENL instruction through integrated and/or stand alone ENL, as determined by their proficiency levels in accordance with CR Part 154-2. ICT classes are created if there are enough students per grade to support the ICT model. Student placement is IEP-driven. All ELL-SWDs who are placed in the ICT class have this placement specified on their IEPs.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Acadience (Kindergarten to Grade 2) STAR Reading Assessment (Kindergarten to Grade 5) --Reading: Literature --Reading: Informational Text --Language (eg, Vocabulary Acquisition and Use, Context Clues, Vocabulary in Context) Data from screening assessments guides the work of our Instructional Leadership Team and Professional Planning Teams, including our ELL Team. Schoolwide data is disaggregated by grade, classroom and sub-groups. The review and analysis of school level data impacts decisions about hiring, programming, funding allocations, and adoption of intervention programs. Classroom level data is analyzed during Professional Planning Team meetings through a "Learning from Student Data" protocol in order to drive the instructional planning of individual teachers and co-teachers, as well as cross-grade and grade band teams. BOY, MOY and EOY data is used to track the effectiveness of current interventions and to make ongoing decisions about curriculum and instruction.</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>ELA: In addition to the mandated minutes of ENL, students receive targeted instruction from the classroom teacher throughout the school day in the form of guided reading and writing, reading and writing conferences, strategy lessons, word study, phonics work, and small-group, differentiated instruction. Students in need of additional intervention will receive extra support from designated support staff who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. ENL materials may be incorporated during small group, integrated and stand-alone instruction throughout the school day. In the lower grades, teachers also use Reading Reform strategies to support students' development of foundational literacy skills. Math: In addition to Math support provided by the ENL teachers, students receive targeted Mathematics instruction from the classroom teacher in the form of small-group lessons, the use of math manipulatives, and the practice of test sophistication strategies. Students in need of additional intervention will receive extra support from designated support staff who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Science: In addition to content area support provided by the ENL teachers, students receive targeted Science instruction from the classroom teacher in the form of small-group lessons, hands-on experiments, and the practice of test sophistication strategies in preparation for the Grade 4 and Grade 8 Science Exams. Students in need of additional intervention will receive extra support from designated support staff, including STEM teachers who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Social Studies: In addition to content area support provided by the ENL teachers, students receive targeted Social Studies instruction from the classroom teacher in the form of small-group lessons, cooperative learning experiences, and guided reading and writing activities that incorporate Social Studies content.</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>We use data from NYSITELL, NYSESLAT and New York State exams alongside formative and performance-based assessments to monitor ELL progress and to provide necessary interventions. Students' ongoing areas of need are identified, and their progress tracked, using data from ELL Periodic Assessments, DRA (K/1), STAR Reading Assessments (K-5), and iReady Reading & Math Assessments (Grades 2-8), as well as formative and performance-based assessments across content areas. Disaggregation of assessment data by sub-groups (ELL, SWD, ELL-SWD) allows us to identify trends and adjust our instructional program as needed. At risk ELLs across all grade levels (K-8) benefit from lessons that include multiple entry points, explicit instruction, flexible grouping, customized scaffolds and differentiated resources (e.g., tiered tasks, accountable talk stems, sentence starters, graphic organizers, etc.) Following the guidelines delineated in the RTI Guide for Teachers of ELLs, Tier I interventions include targeted, differentiated core instruction provided by classroom teachers and ELL co-teachers throughout the school day. Because many of our ELLs are not yet reading on grade level, a major focus of Tier 1 intervention is Guided Reading across the content areas, supported by Reading A-Z, fiction and informational guided reading collections, and curriculum-related, thematic book sets. In the elementary grades, teachers also use Reading Reform to support foundational literacy skills. Students whose needs are not sufficiently addressed by Tier I interventions proceed to Tier 2 interventions (small group AIS and/or at-risk SETSS) with the support of ELL and Special Education staff. Students receiving these interventions are closely monitored by classroom teachers, out-of-classroom teachers, guidance and administration so they can be referred for special education evaluations if warranted. In middle school, our ENL and Special Education team collaborate closely to ensure that the needs of these students are met within the context of Grade 6-8 ICT classes.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>In addition to data from the NYSITELL, NYSESLAT, NYS ELA and NYS Math tests - which inform placement, scheduling, and content area integration for ELLs - our instructional planning is informed by a range of formative assessments. These include iReady Math and Reading assessments, Developmental Reading Assessments, TCRWP, STAR Reading Assessments, performance tasks, and ongoing assessments embedded in our core curriculum. These assessments provide information that complements and augments the data provided by NYSITELL and NYSESLAT item analyses. ELLs in Kindergarten and Grade 1 are given the Developmental Reading Assessment (DRA) to assess their early literacy skills. The DRA identifies students' guided and independent reading levels as well as reading strengths and weaknesses. DRA Word Analysis evaluates the phonological awareness and phonics skills of students in Kindergarten and early First Grade, and the word analysis skills of below-grade-level readers in other grades. ENL teachers also use components of the TCWRP, which provides benchmarks for concepts of print, as well as letter and sound identification. iReady Math and Reading assessments are administered three times per year. In addition, we use the STAR Reading Assessment from Renaissance Learning in Grades 1-5. The results from these assessments help teachers to identify individual student needs in order to provide targeted instructional support. ELL progress is monitored throughout the year through the formative assessment systems noted above. ENL and classroom teachers meet during regularly scheduled common prep periods, Professional Planning Team (PPT) meetings, and Professional Learning Community (PLC) sessions to plan and implement targeted instruction in response to emerging data. Schoolwide protocols (eg, Learning from Student Work, Learning from Student Data, Learning from Lesson Plans) provide guiding structures for this collaborative work.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>All newly admitted ELLs whose home language is Spanish are given the Spanish LAB, the results of which are immediately evaluated to determine the student's level of proficiency in the home language. Because we use an ENL model, classroom assessments are conducted in English with home language support provided as necessary. Many of the general classroom teachers whose classes include ELLs are fluent in Spanish, allowing them to conduct informal, ongoing assessment of students whose home language is Spanish on an as-needed basis. New York State assessments are delivered in students' home languages when appropriate. A bilingual Guidance Counselor and bilingual IEP Team ensure that special education evaluations are conducted in the family's home language.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Our students' performances on the NYSITELL, NYSESLAT, NYS ELA, Math & Science exams, and beginning-of-year NYC Performance Tasks provide essential baseline data to support programming decisions and initial identification of student needs. Progress is monitored through data comparisons from ELA, Math & Science test simulations (administered once per marking period), as well as regular use of the formative assessments outlined above. ELL Periodic Assessments provide additional ELL-specific data throughout the year. These assessments allow us to identify instructional practices that have proven to be successful, to analyze students' ongoing areas of need, and to identify additional strategies that can be implemented to improve student performance. Our Data & Assessment Coordinator disaggregates data by sub-groups, including ELL, SWD and ELL-SWD, so the Instructional Leadership Team can closely monitor student progress. Data is disseminated and analyzed via weekly Lead Teacher Meetings and Professional Planning Team (PPT) meetings, using established protocols (see above). ENL and classroom teachers meet during regularly scheduled common prep periods, PPT meetings, and PLC sessions to design and implement targeted interventions in response to disaggregated data. Teachers generate mid-year Progress Reports for all students at the end of January. At that time, teacher teams draw upon data from multiple sources (e.g., DRA/iReady, test simulations, end-of-unit performance-based assessments, end-of-unit tests) to assess the progress of ELLs and adjust interventions accordingly. Our ELL Professional Planning Team has also developed ELL-specific systems for monitoring the progress of ELLs throughout the school year. In addition to CCLS-aligned Reading and Writing goals, which are developed in collaboration with the general classroom teachers, ELL teachers identify CCLS-aligned Listening and Speaking goals for each student. Teachers regularly review and revise students' language goals, setting new learning goals and providing continuing supports once initial goals are met.</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>NYSESLAT Administration Team: ENL Teachers: Ms. Maria Reynoso, Ms. Sorangel Solpiaget Bilingual Special Education Teachers: Ms. Johanna Pino, Ms. Sarah Ramirez, Ms. Maria Santos, Ms. Venus Vazquez, Ms. Gladys Veloz NYSES Instructional Coach: Ms. Cynthia Rivera NYSESLAT Administrative Support: Assistant Principal: Ms. Lynne Doherty Herndon Data & Assessment Coordinator: Ms. Nicole Bonheur Our ENL Team receives support with administration and scoring of the NYSESLAT from our Instructional Coach and Special Education Team, many of whom possess bilingual certification. An Assistant Principal and Data & Assessment Coordinator provide practical support (eg, scheduling, printing, scanning, etc.). Engaging a team of trained pedagogues and supportive administrators in NYSESLAT administration enables our ELL Team to provide ongoing services for current and former ELLs during the testing period.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>All students whose IEPs mandate ELL services receive the appropriate ELL program, as mandated by CR Part 154-3. In the lower grades, teachers use Reading Reform activities, read-alouds and shared readings relevant to grade-level units of study to provide access to academic content and to accelerate English language development. In the upper grades, teachers reinforce and support academic learning through scaffolds such as schema-building, pictorial support, direct modeling, graphic organizers and oral practice designed to make grade-level materials accessible while building students' academic skills and accelerating English language development. Although materials may be modified or scaffolded according to students' language needs, learning activities and resources are grade- and age-appropriate in order to ensure that ELLs and SWDs receive the same access to academic content as their general education, English proficient peers. ELLs and ELL-SWDs receive additional support through technology-based programs such as Reading A-Z and MyOn, which include oral read-alouds of leveled texts and ample pictorial support. Special Education teachers who work with ELL-SWDs also use Foundations to supplement the phonics work that students receive in the general classroom, as well as MaxScholar, a technology-based remedial reading program.</p>
<p>b. SIFE</p>	<p>If there is any indication during the ELL identification process that a student has experienced interruptions in his or her formal education, we will proceed with the SIFE identification process. We will administer the MLS diagnostic tool to determine the SIFE's literacy level in his or her home language. The data from the MLS will be used to design appropriate instruction for the student. We do not have any SIFE students at this time. If we admit any SIFE students who test as Entering or Emerging, they will receive 360 minutes of ELL support: 180 minutes of integrated ENL in the general classroom, plus 180 minutes of stand alone ENL in a small group. The development of oral language skills, and the transfer of oral language to reading and Writing, will be emphasized. In addition to resources provided by the Office of Bilingual Education and World Languages (OBEWL), instructional scaffolds from our schoolwide literacy, math and content area curricula will be used to support students' cognitive, linguistic and academic development. By utilizing curriculum materials that provide a rigorous framework, rich in content and language, we will support the linguistic and academic progress of Students with Interrupted Formal Education.</p>
<p>c. Newcomer</p>	<p>Newcomer ELLs receive academic and linguistic instruction targeted to their specific needs as new learners of English. To develop early language skills, newcomers who test as Entering or Emerging receive two units (360 minutes) per week of ENL instructional me. Newcomer programs include one unit (180 minutes) of integrated ENL in the general classroom, in addition to one unit (180 minutes) of targeted, stand-alone ENL in a small group seng. Students who test as Entering are served in small groups in order to receive ample opportunities to practice the oral language skills that lay the groundwork for literacy development. Our ELA curricula (ReadyGen in K-5; Expeditionary Learning & CodeX in middle school) are augmented with instructional scaffolds such as schema-building, pictorial support, direct modeling, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To strengthen students' foundational literacy skills, K-2 classroom teachers are trained in Reading Reform; our K-2 ENL teacher has also received initial Reading Reform training. We use a buddy system to meet the social-emotional needs of Newcomers and to ease their transition to a new cultural and educational environment. Each newcomer is partnered with a classroom buddy who is fluent in English and (if possible) in the student's home language. In addition, newcomers participate in our "Reading Buddies" program, through which trained sixth graders graders mentor and read with them on a weekly basis.</p>
<p>d. Developing</p>	<p>Students who test as Transitioning receive a minimum of one unit (180 minutes) per week of ENL instructional me, through a combination of at least .5 unit (90 minutes) of integrated ENL in the general classroom and up to .5 unit (90 minutes) of stand-alone ENL. Students who test as Expanding receive one unit (180 minutes) per week of integrated ENL instruction in the general classroom. These students cover the same academic content, concepts and skills as their English-proficient peers, with an ELL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ENL teachers, who use Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction. Materials from Continental's Empire State NYSESLAT are used to further enhance students' proficiency in academic English, as well as providing students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.</p>

e. Long Term	Long-term ELLs receive the mandated units of ENL instruction, delivered through integrated and/or stand-alone instruction, depending upon proficiency levels. The ELL teacher works closely with both the general classroom teacher and the SETSS/ICT teacher (if the student is an ELL-SWD) to identify and address these students' needs. For long-term ELLs and students who are in jeopardy of meeting the criteria for long-term ELL status, targeted interventions are provided by the classroom teacher, the ELL teacher and/or other out-of-classroom staff. Scaffolded supports from our core curricula are supplemented with materials from Reading A-Z's ELL Enhanced Reading Solution, which help students to acquire background knowledge to support comprehension of grade-level content area discussions and texts. Materials from Continental's Empire State NYSESLAT are used to further enhance students' proficiency in academic English, as well as providing students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.
f. Former ELLs up to two years after exiting ELL status	Students who have tested as Commanding on the NYSESLAT - or who score at the Expanding level on the NYSESLAT and also achieve a Level 3 or 4 on the NYS ELA exam - continue to receive mandated support for two years after exiting ELL status. As per the "Alternative Pathways to Support Former ELLs' Language Development and Academic Progress," we provide continued support through Opon A: Small Group Learning, or Opon D: Minimum of .5 unit of study (90 minutes) per week of Integrated ENL in the general classroom. To the extent possible, newly Commanding students are placed in the same classrooms as current ELLs so they can benefit as fully as possible from ELL methodologies provided by both the ENL teacher and the general classroom teacher. English Language Learners are provided with time and a half for all State Exams, administered in a separate setting, for two years after they exit ELL status. Former ELLs are strongly encouraged to attend our After School Academic Enrichment Program, as well as Saturday Academy and summer learning opportunities, in order to receive additional support.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	The majority of our ELLs are from Spanish-speaking homes. Spanish-language editions of textbooks are available for each content area, and our school library includes Spanish language and bilingual books. All of our ENL and dual licensed teachers are fluent in Spanish, allowing them to clarify content as needed and to conduct informal, ongoing assessments in the students' home language. Other bilingual teachers, paraprofessionals and school support staff offer home language support throughout the school day. Additional resources are provided for ELLs whose home language is other than Spanish on an as-needed basis, allowing students to utilize their home language as a support for their social, emotional and academic development.
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?	All students, including ELLs, take a course in Spanish Language & Culture during seventh grade.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	To ensure that the professional development mandates of CR 154.2 are met, the school offers ENL teachers, as well as general education and dual licensed teachers whose classes include ELLs, a range of professional learning opportunities related to the needs of English Language Learners across the content areas. Our ENL teachers regularly attend workshops through the NYCDOE Office of English Language Learners and other organizations (e.g., Manhattan Field Support). Workshop content is turn-keyed to all staff via Professional Learning sessions and Professional Planning Team meetings. In addition, we offer ongoing professional learning experiences to all classroom teachers, ELL teachers, Special Education teachers, content area specialists, cluster teachers, related service providers and paraprofessionals, with a focus on planning effective instruction for children from diverse linguistic and cultural backgrounds and students with special needs. Support staff (School Secretary, Parent Coordinator) will receive training in the ELL Identification Process, ATS Data Input and Analysis, and Mandated Translation and Interpretation Services. In addition, all staff will review the Language Allocation Policy to ensure that it is effectively implemented on a schoolwide basis.
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).	To ensure that the professional development mandates of CR 154.2 are met, Professional Learning opportunities for all staff will be provided by in-house staff and/or outside consultants throughout the school year. All school-wide Professional Learning sessions, Professional Planning Team sessions and other professional development opportunities are aligned to Next Generation Learning Standards. ELL-related professional learning experiences (see #1 above) are standards-aligned and will provide further support to our ENL teachers as well as all other teachers who work with ELLs. Workshop agendas will be kept in a Professional Learning binder, and attendance will be monitored and logged to ensure completion of the mandated hours of ELL training for all staff members.

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>A major emphasis of our school is to involve parents of all students, including English Language Learners, in their children’s education and to provide support services for parents and guardians. Our work with families involves our Parent Coordinator, who conducts outreach to engage parents in meetings and workshops, as well as our PTA Executive Board members, who seek to include parents of ELLs in schoolwide events and activities, including Open School Nights, Parent-Teacher Conferences, Curriculum Nights and other school events. Spanish translation services are available at all school events, as provided by the Principal, Assistant Principal and Parent Coordinator (who are all Spanish-English speakers); by bilingual teachers and paraprofessionals; and by bilingual members of the PTA Executive Board and/or school support staff. All school notices are posted and sent home in both English and Spanish, and Spanish-speaking staff often make follow-up calls to parents reminding them about important school events. Interpretation for parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE’s Translation and Interpretation Unit for translation and interpretation services.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In addition to initial parent orientations, parent-teacher conferences and other meetings, ENL teachers meet individually with the parents or guardians of English Language Learners at least once a year. At these meetings, the ENL teacher discusses the goals of the program, the child’s language development progress, the child’s English language proficiency assessment results, and language development needs in all content areas. These meetings are conducted in the language or mode of communication the parent or guardian best understands, with the support of a qualified interpreter/translator if needed. Parents or guardians will be invited to attend these meetings during the Tuesday afternoon Parent Outreach period or at other times that are more convenient for them. If parents are not able to meet face to face, a phone conference will be arranged with translation services provided as needed, followed by a summarizing email or letter.</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>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

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>Families of newly enrolled ELLs are assisted in the transition by our Parent Coordinator, School Counselor and ELL Team. We use a student buddy system to meet the social-emotional needs of newly enrolled ELLs and to ease their transition to a new school environment. Each newly enrolled ELL is partnered with a classroom buddy who is fluent in English and (if possible) in the student's home language. In addition, newly enrolled ELLs participate in our "Reading Buddies" program, through which trained sixth graders mentor and read with them on a weekly basis.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The primary members of our ELL Identification Team are our two ENL teachers, Ms. Sorangel Solpiaget and Ms. Maria Reynoso. Additional pedagogues have been trained in HLIS administration, and a schedule of their availability is maintained in the main office so the HLIS can be administered at various points throughout the year without disruption to ENL instruction. 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. 6. Student is administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent's preferred language. a. Parent is notified of their child's ELL status and results of the NYSITELL. 8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website. 10. If student is an ELL, parent is invited to the parent orientation meeting. a. 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. 11. ELL is placed in the ELL program that the parent selected. a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. 12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-Identification Process). 12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re Identification Process). 13. If the ELL Re-Identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Identification Process within 6 to 12 months. 14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Alexandra	Ulloa	Parent Coordinator	2021	Yes	Alexandra Ulloa

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

First Name	Last Name	Title

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

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	368	50.34%	363	50.21%
Spanish	361	49.38%	359	49.65%
Arabic	2	.27%	1	.14%
Serbo-Croatian	1	.14%	1	.14%

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	25	52

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>When parents fill out a Home Language Information Survey (HLIS) as part of the registration process, they are asked which language they prefer for oral and written communications from the school. This information is recorded at the boom of the HLIS (Part III). After administration of the HLIS, each student receives a Home Language code on ATS. This data can be accessed through various ATS reports (e.g., RHLA, RPOB, RADP). Information about language preferences can also be obtained from the Emergency Contact Cards, which are updated at the start of each school year.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.
WHA Family Handbook	1x/year	Handbook has already been translated; Google Translate is used for updates, then proofread and edited as needed by Spanish-literate staff
Monthly Calendar of Events	1x/month	Calendars have already been translated; Google Translate is used for updates, then proofread and edited as needed by Spanish-literate staff
WHA Newsletters	3x/year	Google Translate is used for initial translation, then proofread and edited as needed by Spanish-literate staff

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Open School Night	September/October	Presenters speak in both English and Spanish; bilingual staff available as needed
Parent-Teacher Conferences	November & March	Bilingual staff available as needed
Curriculum Night	May	Presenters speak in both English and Spanish; bilingual staff available as needed

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We have many bilingual staff members who are available to communicate with limited-English-proficient parents.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	We have many bilingual staff members who are available to communicate with limited-English-proficient parents.
(C) If a parent has an emergency and needs to contact the school.	We have many bilingual staff members who are available to communicate with limited-English-proficient parents.

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	emailed, placed in schoolwide Dropbox and reviewed at start-of year staff meetings
Over-the-Phone Interpretation Desk Aid	emailed, placed in schoolwide Dropbox and reviewed at start-of year staff meetings
Language Access Handbook	emailed, placed in schoolwide Dropbox and reviewed at start-of year staff meetings
T&I Unit InfoHub Link	emailed, placed in schoolwide Dropbox and reviewed at start-of year staff meetings

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	All staff members are provided with copies of Chancellor's Regulation A-663 (Translations) and the Bill of Rights for Parents of ELLs/MLLs, which are emailed, placed in schoolwide Dropbox and reviewed at start-of year staff meetings. Through these communications, teachers and staff are made aware of all language access services, including access to the free over the phone interpretation line. All staff members receive hard copies of relevant Language Access resources for their ongoing reference.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>For parents who enter building: The multilingual Welcome Poster will be displayed prominently at the front door of the school, at the security desk, and outside the main office. The Parents' Bill of Rights and Parents' Guide to Language Access will be disseminated to all parents, with relevant native language translations provided. In addition, the Language Identification Guide and Language Identification and Interpretation Palm Card will be available at the security desk and in the main office. Parents and guardians will be made aware of these resources during Open School Night, PTA meetings, and Parent-Teacher Conferences. These materials will be made available electronically - via O6M366 email account, school app and school website.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>We will use a culturally competent annual parent survey to gather feedback from parents on the quality and availability of services at our school. Feedback will be gathered in writing and reviewed by our Language Access Coordinator. We will use the feedback gathered via the survey to improve language services as needed.</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>-</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:	PS/IS 366: Washington Heights Academy
DBN:	06M366
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	54
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	6
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>Overview: During the 2022-2023 school year, a Title III ELL Academic Enhancement Program for current ELLs in Grades 2-8 will take place on Wednesdays and Thursdays from 3:00-4:00 PM. The program will begin on October 19, 2022 during the Fall term and continue until April 5, 2023 during the Spring term. We will maintain strong levels of integration between Title III programming and content area instruction in order to enrich students' English language and academic skills. Because we are a conceptually consolidated school, additional costs for the Title III program will be supplemented by other school funding sources.</p>
<p>Rationale</p>	<p>Rationale: Title III funding will be used to support a standards-based ESL supplemental program designed to develop students' English language skills, to accelerate the acquisition of academic English, and to support high levels of achievement across all subject areas through content-based ELL instruction. Students at the Expanding level will be offered the push they need to score as Commanding on the NYSESLAT, while Entering, Emerging and Transitioning students will receive targeted support to help them proceed to the next level.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Instruction will include interactive read-alouds, guided reading, shared writing and differentiated writing instruction. Questioning and discussion protocols and small group activities will engage student interest and strengthen communication and collaboration skills. These instructional practices will offer ample opportunities for Title III instructors to offer authentic language practice, to enrich students' use of academic English, and to provide targeted feedback across all modalities. ESL- and bilingual-licensed teachers in the program will reinforce students' oral language skills as support for the continued development of literacy, academic vocabulary and content area knowledge. To maintain high levels of achievement in all grade level standards, the program will also include targeted Listening/Speaking practice and differentiated Reading/Writing instruction. Grade Levels and Sub-Groups: The Title III ELL Academic Enhancement Program will serve English Language Learners in Grades 2-8, including newcomers, developing ELLs, long term ELLs and SWD-ELLs. Students will be organized according to grade level in groups no larger than 10, with no more than two continuous grade levels per group. Instruction will be differentiated in accordance with formative and summative assessment data, including students' NYSESLAT levels and specific needs within each language modality.</p>
<p>Schedule and duration</p>	<p>Scheduling and Duration: The program will begin on October 19, 2022 and will continue until April 5, 2023. We will provide 41 sessions of after school instruction. Each session will last 1 hour. Because we are a conceptually consolidated school, additional costs for the Title III program will be supplemented by other school funding sources.</p>
<p>Language of instruction</p>	<p>Language of Instruction: The language of instruction will be English, with appropriate language scaffolding and supports, in keeping with our school's current ENL model.</p>
<p>Number and types of certified teachers</p>	<p>Certified Teachers: Instruction for the Title III ELL Academic Enhancement Program will be provided primarily by students' assigned teachers, who have the strongest familiarity with their students' needs. During the current school year, to the greatest degree possible, English Language Learners have been grouped in one class per grade level, with teachers who hold both Common Branch and ESL or bilingual licenses. These teachers will form the core of our Title III program staff. A total of 6 bilingual or ESL-licensed teachers will participate in the Title III program. The school's Assistant Principal, with the support of the ELL Coordinator, will oversee the program's implementation and monitor student attendance and progress at no cost to Title III. Because we are a conceptually consolidated school, additional costs for the Title III program will be supplemented by other school funding sources.</p>
<p>Types of materials</p>	<p>Materials: Teachers will use a variety of materials, including Continental's "Get Ready" books to support content area learning in Reading, Writing and Math. Continental's "New York ELLs" and "Finish Line for ELLs: English Proficiency Practice" will provide NYSESLAT practice across all modalities.</p>

<p>Include any additional details here:</p>	<p>To support discussion and to advance students' speaking skills, teachers will utilize supports such video clips, picture books, sentence starters, vocabulary support and graphic organizers. To advance student's content area learning and acquisition of academic language, teachers will make use of audio books (eg, Audible, MyON) and other online resources (eg, Brainpop, Scholastic Learn at Home). To enhance students' reading skills, teachers will draw upon resources such as RAZ Kids, Vocabulary A-Z and Epic Books. To advance students' writing skills, teachers will use writing prompts via shared documents (eg, Google docs) and interactive platforms (eg, Jamboard, Padlet) to engage in interactive writing activities.</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,2,3,4,5,6,7,8</p>

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>We will provide a professional development program for all teachers of ELLs and former ELLs during the current school year. Our ELL Team will attend the series of ELL Lead Professional Learning sessions offered by the Manhattan Field Support Center ELL Team.</p>
<p>Rationale</p>	<p>The series of workshops will facilitate continuous learning among ELL educators by deepening participants' understanding and knowledge of ELL policies and effective instruction.</p>
<p>Teachers to receive training</p>	<p>In addition, school administration will provide monthly professional development sessions on second language acquisition, ENL methodologies, and content-based ELL instruction.</p>

Schedule and duration	November 2022: ENL Co-Teaching: Integrated Partnerships in the ENL Classroom Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings December 2022: Maintaining Home-School Connections via Digital Tools and Communications Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings January 2023: Using Technology to Support Academic Language and Vocabulary Audience: All classroom teachers, via schoolwide PLC and/or grade band PPT Meetings February 2023: Supporting ELLs/MLLs in relation to the New York State Next Generation Learning Standards Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings March 2023: Differentiating ELL Instruction Across the Content Areas (ELA/Social Studies) Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings April 2023: Differentiating ELL Instruction Across the Content Areas (Math/Science) Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings May 2023: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings
Topics to be covered	November 2022: ENL Co-Teaching: Integrated Partnerships in the ENL Classroom Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings December 2022: Maintaining Home-School Connections via Digital Tools and Communications Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings January 2023: Using Technology to Support Academic Language and Vocabulary Audience: All classroom teachers, via schoolwide PLC and/or grade band PPT Meetings February 2023: Supporting ELLs/MLLs in relation to the New York State Next Generation Learning Standards Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings March 2023: Differentiating ELL Instruction Across the Content Areas (ELA/Social Studies) Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings April 2023: Differentiating ELL Instruction Across the Content Areas (Math/Science) Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings May 2023: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps Audience: All teachers and paraprofessionals, via schoolwide PLC and/or grade band PPT Meetings
Name of provider	Renzo Martinez Principal Lynn Herndon Assistant Principal Jenilee Ramirez Assistant Principal
Include any additional details here:	

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <ul style="list-style-type: none"> rationale schedule and duration topics to be covered name of provider how parents will be notified of these activities 	Administration, ENL Teachers, and Parent Coordinator will work closely together to provide meaningful ELL parent engagement activities with the specific aim of supporting higher achievement for English Language Learners. ESL- and bilingual-licensed teachers will hold monthly ELL Parent Workshops on a variety of topics, including:
Rationale	In order to foster higher levels of attendance, Parent Workshops will take place on various days of the week and at various times of day to accommodate diverse parent schedules. All activities will be available in person as well as virtually, using Zoom (a platform with which parents have become familiar via attendance at other virtual meetings).
Schedule and duration	Administration, ENL Teachers, and Parent Coordinator will work closely together to provide meaningful ELL parent engagement activities with the specific aim of supporting higher achievement for English Language Learners. ESL- and bilingual-licensed teachers will hold monthly ELL Parent Workshops on a variety of topics.
Topics to be covered	November 2022: Supporting Your Child's Success with English Language Learning December 2022: Maintaining Home-School Connections via Remote Tools and Communications January 2023: Using Technology to Strengthen Your Child's Vocabulary February 2023: Supporting Literacy Development through Oral Language March 2023: Understanding the NYSESLAT April 2023: Using Technology to Strengthen Your Child's Knowledge of Academic English May 2023: Summer Learning Activities to Support Language Development
Name of provider	Maria Reynoso- ENL Teacher Ms. Cynthia Rivera ENL
How parents will be notified of these activities	Families will be notified of these activities through flyers, school door postings, email messages, school app notifications and phone calls from our Parent Coordinator and school support staff. All communications will be provided in English and translated into languages spoken at home.
Include any additional details here:	We will work closely with bilingual staff in school and district-wide to ensure that appropriate translation services are provided at all meetings, workshops and events.

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	0	conceptually consolidated
Purchased services -High quality staff and curriculum development contracts.	0	conceptually consolidated
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	0	conceptually consolidated
Educational Software (Object Code 199)	0	conceptually consolidated
Travel	0	conceptually consolidated
Other	0	conceptually consolidated
TOTAL	0	

Allocation Amount (\$):	We are conceptually consolidated school.
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school’s Title I Program	Title I SWP
-------------------------------	-------------

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Part 5: “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all

students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment

on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
 - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
 - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
 - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-