

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	25Q021
School Name	P.S. 021 Edward Hart
Principal	Michael Swirsky

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Edward Hart
District Borough Number (DBN):	25Q021
Grades Served:	Pre-Kindergarten – 5 th Grade
School Address:	147-36 26th Avenue, Flushing, New York 11354
Phone Number:	718-445-8833
Fax:	718-358-0891
School Contact Person:	Michael Swirsky
School Contact Person Email Address:	Mswirsky@schools.nyc.gov
Principal:	Michael Swirsky

United Federation of Teachers (UFT) Chapter Leader:	Lisa Firrincieli
Parents' Association President:	Jennifer Berardi
SLT Chairperson:	Emily Veronese
Title I Parent Advisory Council Chairperson (PAC):	Bennie Lee
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Jennifer Yepes

District Information

Geographic District:	25
Superintendent:	Danielle DiMango
Superintendent's Office Address:	28-11 Queens Plaza North Queens, New York 11101 4th Floor
Superintendent's Email Address:	ddimang@schools.nyc.gov
Phone Number:	718-445-8833
Fax:	718-358-0891

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	
Michael Swirsky	Principal or Designee*		
Lisa Firrencieli	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jennifer Berardi	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Raymond Yui	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Lea Famigletti	Teacher		
Justine Hanai	Teacher		
Emily Veronese	Teacher		
Michelle Furlong	Teacher		
Lucy Quirindongo	Assistant Principal		
Felicia Gallo	Teacher		
Nicole Galia	Parent		
Jimmy Phan	Parent		
Leonor Giraldo	Parent		
Maria Hernandez	Parent		
Miri Choi-Shin	Parent		
Grace Andrea Torres	Parent		

Additional Stakeholder Signature Page

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

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.

- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Recognition
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Provide your school’s mission statement:	Our mission is to create a rigorous learning environment that is centered around the diversity of our students, facilitated by teachers, and supported by home and community. This will empower our students to be actionable, independent learners and collaborators who are socially emotionally aware of the passion and skills necessary for lifelong learning.
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	<p>PS 21 is a large Pre-K-5 elementary school located in northern Flushing, Queens, New York. It is the home to approximately 1121 students. The student body is 51% male and 49% female. Our diverse population is 61% Asian, 30% Hispanic or Latinx, 5% White, 1% Black, and 2% Native American or Native Hawaiian/ Pacific Islander. Thirty-eight percent of our students are English language learners and 14% are students with disabilities (SWDs). Twelve percent of our students are students in temporary housing. Our school faces similar challenges as other Title I schools in New York City. PS 21’s most unique characteristic is the size and complexity; despite this, there is a culture where students feel safe and supported, families are included and valued, and staff members work toward continued success and improvement. Families are an integral part of our school community. They play an important role in helping us successfully educate students. Taking this into consideration, we do all we can to build community and keep families well informed and involved in the learning experiences of our students. School leaders and staff make every effort to communicate expectations. Families who are members of the School Leadership Team (SLT) are invited to participate in monthly chats with the parent coordinator, invited to parent workshops and participate in our yearly multicultural celebration. Notices and announcements are translated to the home language of students' families and interpreters are available for conferences. For the 2022-2023 school year, we plan to expand on enhancing our relationship with families by offering more opportunities for them to engage in developing and participating in school-wide events. Read-Aloud Tuesdays will continue to be part of the repertoire strategies to engage families of ELLs. In the Fall and Spring, families are invited to listen to books and participate in activities with our English as a New Language (ENL) teachers. The Rising Stars mentoring program which is in collaboration with the administration and teachers of JHS 185, will continue to grow. This collaboration will include increased interactions between teachers of both schools and outreach to the parents of students participating in the program. These efforts will help support improving outcomes for our Hispanic/Latinx ELL boys by building capacity among both teachers and parents. To better serve our bilingual community, we are adding a Spanish Dual Language class in kindergarten and in addition to growing our bilingual special education classes so that there are two bridge classes K-1 and 2-3. Additionally, we will grow our Chinese Mandarin Dual Language program by adding a 3rd grade class. For the 2022-2023 school year, the program will be from K to 3. At PS 21 we are continuously engaged in inquiry; examining our work, exploring new strategies, and making revisions based on the findings and learning of our students. Based on the Culturally Responsive Sustaining Education Framework (CRSE), the</p>
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

Supportive Environment Framework, Instructional Leadership Framework (ILT), Maryann Cucchiara-instructional strategies for English Language Learners (ELLs), and District 25 goals and initiatives, P.S. 21 has identified four priorities for the 2022-2023 school year. We will provide academic, social-emotional support for all students addressing learning gaps and ensuring that our students are supported as they strive to meet the learning standards. Another priority is nurturing the professional growth of our staff members through refreshers in RULER, Social-Emotional Learning (SEL), and unpacking the Next Generation Standards. This will continue to be a priority so they may be able to develop and deliver an instructional program grounded in the Priority Learning Standards while embedding SEL. All staff members will continue to have access to targeted professional learning opportunities through LINCSPRING (EdTech) so they may support our students utilizing innovative practices using technology. Furthermore, professional learning opportunities for our teachers will focus on providing students learning English as a New Language and students with disabilities with access to the curriculum that supports them in developing their reading, writing, and conversational skills. The school-based teams include staff and parents and focus on fostering collaborative relationships that allow our students to succeed. The following explains the role of each team in establishing a learning environment at PS 21 which addresses the needs of students and their families. All of the teams listed below are charged with providing the staff with professional learning sessions as well as promoting opportunities for parent engagement: -Chronic Absenteeism Social Emotional Learning Team (C.A.S.E.): C.A.S.E. Team members collaborate and plan to ensure that the SEL needs of the school community are addressed through professional learning opportunities and SEL initiatives that target students, families, and staff members. The team is charged with delivering professional learning opportunities for teachers in interpreting DESSA data to build connections with students through a strengths based approach to SEL. This team also serves to support the Success Mentors program whose focus is to address the attendance of students who have been identified as chronically absent or at risk of becoming chronically absent. In the 2021-2022 school year the work of the C.A.S.E. the team's approach to SEL was showcased by the Urban Assembly and the Queens North NYCDOE Borough Office. -Instructional Leadership Equity Team (ILET): The ILET is charged with engaging in shared learning of the Instructional Leadership Framework and guided by the Chancellor's Four Pillars. The team uses a systematic approach to take stock of current school practices and, subsequently draw on that knowledge to develop, lead, and share the implementation of impactful school-wide best practices based on data, NYSED/NYCDOE guidance, and District 25 initiatives to ensure that instruction is delivered through a high quality curriculum. -Culturally Responsive Sustaining Education (CR-SE)/Positive Behavior Intervention Supports (PBIS) Team: Members support the creation of student-centered learning environments that: affirm racial, linguistic, and cultural identities; prepare students for rigorous high-quality instruction and independent learning, develop student' abilities to connect across lines of difference while helping to incorporate social-emotional learning (SEL) materials, resources, and strategies into the school day and broader learning environment that consider and acknowledge topics of equity and inclusion. -Children Support Services (CSS) Team: Members meet to share information as a team to assist targeted students in meeting the challenges of high standards and promotional requirements. The team utilizes a multidisciplinary approach to support students identified as exhibiting academic, social-emotional, and/or physical needs through supportive and preventative strategies and services. For students at risk, we will be continuing Multi-Tiered Support Systems (MTSS) with the guidance of our CSS team. This includes behavioral and academic support for students. Restorative practices will be utilized for strengthening relationships, building trust, and creating a sense of community. The Spire program is utilized and will continue to be implemented by the IEP teacher to provide tier 2 and 3 support/supplemental services. We will be using Wilson Foundations, a phonics-based program, in grades K-2 for whole group work and for delivering tier 2 intervention. -Math Team - PS 21 will reintroduce this team in the 2022-2023 school year. The role of the team is to establish student centered practices that foster equity by developing tasks and activities that connect to the daily lives of students and are based on the Next Generation Math Standards and the CR-SE Framework. -Safety Team: Members are charged with ensuring that students and staff are safe and secure in school and that all stakeholders are aware of and understand the safety protocols. -School Leadership Team - is charged with developing a PS 21's Comprehensive Educational Plan (CEP) and shared decision making. In the 2022-2023 school year, the team will role out a Family Survey meant to inform next-steps for increasing parent involvement and engagement. For PS 21 to address our priorities, we have established strategic plans to support our staff to engage in in-person professional learning in i-Ready, self-paced interactive learning through our partnership with LINCSPRING (Ed-Tech) Spring, and professional learning through District 25 (Algebra 4 All, Bank Street Math, Apple PD, and Social-Emotional Learning Through Academic Content, CRSE training). This work will be grounded in regularly engaging in data analysis from multiple sources. In the 2022-2023 school year, teachers are applying the data analysis skills they have acquired through professional learning to make instructional decisions based on the assessments administered at the start of the school year. Teachers have developed the skills and knowledge to use the reports generated after they have administered the diagnostic assessments to better address the needs of their students and plan accordingly. i-Ready and Acadience allow teachers to set a personalized instruction plan for students based on their data analysis. The i-Ready system generates a customized learning path for students. It supports the student through individualized enrichment activities as well as reviewing concepts. Students at risk (identified as levels 1 and 2 on i-Ready diagnostic assessments), will receive Response to Intervention (Rti) from the classroom teacher and the AIS teacher as needed. The AIS teacher is dedicated to teaching math and reading to at-risk students in small groups. Using Focused Mathematics intervention and Leveled Literacy Intervention and/or Great Leaps literacy program, the teacher provides students with the supports needed to develop conceptual understanding and procedural knowledge of essential math skills and/or reading strategies. The school's mission not only speaks to the need of knowing children well academically but to know them socially and emotionally and creating opportunities for them to thrive in a supportive environment where everyone feels safe, nurtured, and engaged. Students at our school are invited to participate in activities that build community. They participate in school activities such as the "Respect for All" march, and school spirit events--topsy-turvy day, crazy hat day, etc. Mindfulness is practiced each day through the morning announcements and students are invited to be "Lion Harted". Lion Harted characteristics are highlighted in a year-end event. Nevertheless, citizenship and Lion Harted qualities are fostered in students by the individualized support they receive from the staff and teachers who work closely with families informing them of their child's achievements. In addition, "Student of the Month" recognition is based on the Lion Harted qualities of being: supportive, persistent, thoughtful, dependable, and outstanding. Classes receive commendation cards for exemplary behavior. PS 21's belief is that all students have interests and talents that can be fostered in school. To expose students' talents and natural abilities, students participate in an interest-based enrichment program. We offer enrichment in the arts, math, science, literacy, music, and physical education. We have a long-standing partnership with Inside Broadway. Our school continues to focus on ensuring that all of our students have access to technology and digital learning resources. All

classrooms have interactive whiteboards. Each student has their own personal device (Chromebook or iPad) where they can access digital learning. We have a state-of-the-art STEAM lab that will be utilized by our students to engage in project-based learning. Our online support programs include Imagine Learning, i-Ready, Raz-Kids, and Epic digital library for kids. All of our instructional materials and programs can be accessed digitally. More specifically, the science program (Amplify), social studies program (Passport to Social Studies), and our math program (Envisions 2.0), all can be accessed directly through a digital platform. To ensure that we support our families who may need child care after the school day ends, we are also in partnership with a community-based organization. Common Point provides a free on-site after-school program for approximately 150 of our students through a lottery selection system.

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
Units of Study Reading and Writing (Teachers College)	K-5	Units of Study Reading and Writing (Teachers College)	Digital Resources
Envisions 2.0	K-5	SAVVAS Realize	Digital Resources/Platform
Units of Study for Pre-K for All-ELA	Pre-K	Units of Study for Pre-K for All-ELA	Digital Resources

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

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

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

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

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Academic Vocabulary	61% of all students scored on or above grade level on the Spring 2021 iReady Reading Diagnostic assessment	Intentional standards based vocabulary instruction is not part of the curriculum.
SWDs Academic Vocabulary	24% SWDs scored on or above grade level on the Spring 2021 iReady Reading Diagnostic assessment	Standards based vocabulary instruction designed to provide access to SWDs is not part of the curriculum.
ELLs Academic Vocabulary	43% of ELLs scored on or above grade level on the Spring 2021 iReady Reading Diagnostic assessment	Using multiple modalities to deliver instruction is not part of the curriculum.

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	61%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 61% to 71%, as measured by iReady Diagnostic Reading Assessment .
Students with Disabilities	24%	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 10%, from 24% to 34%, as measured by iReady Diagnostic Reading Assessment .
English Language Learners	43%	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 10%, from 43% to 53%, as measured by iReady Diagnostic Reading Assessment .

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)
		06/10/2022			
iReady Diagnostic Reading Assessment	Percentage of students in grades K-5 score on or above grade level on the iReady Diagnostic Reading Assessment	61% of students scored on or above grade level on iReady Diagnostic Reading Assessment	62% of students score at or above grade level on iReady standards based ELA assessment	65% of students score at or above grade level on iReady standards based ELA assessment	71% of students score at or above grade level on iReady standards based ELA assessment
iReady Diagnostic Reading Assessment	Percentage of students with disabilities who score on or above grade level on the iReady Diagnostic Reading Assessment	24% of students with IEPs scored on or above grade level on the iReady Diagnostic Reading Assessment	25% of students with IEPs score on or above grade level on the iReady Diagnostic Reading Assessment	30% of students with IEPs score on or above grade level on the iReady Diagnostic Reading Assessment	34% of students with IEPs score on or above grade level on the iReady Diagnostic Reading Assessment
iReady Diagnostic Reading Assessment	Percentage of ELL students who score on or above grade level on the iReady Diagnostic Reading Assessment	43% of English Language Learners (ELLs) scored on or above grade level on the iReady Diagnostic Reading Assessment	44% of ELLs score on or above grade level on iReady Diagnostic Reading Assessment	47% of ELLs score on or above grade level on iReady Diagnostic Reading Assessment	53% of ELLs score on or above grade level on iReady Diagnostic Reading Assessment

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?)
11/18/2022	01/13/2023	The focus will be on creating a learning environment that fosters trust, community, and a sense of belonging by implementing CR-SE based practices and the instructional priority area "shared and inclusive curriculum." The professional learning series will be led by teachers who have attended the District 25 trainings by Dr. Akinyele in CR-SE. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, classroom observations., and lesson plans.
10/03/2022	01/13/2023	The professional learning opportunities will support teachers in planning for instruction that encompasses a focus on implementing instructional strategies that support the development of academic language and vocabulary within the content areas. The professional learning series will be led by the Instructional Leadership Equity Team grounded in Word work and word play: A practice guide for vocabulary instruction in K-12 classrooms. To progress monitor the effectiveness of the professional learning series, we will analyze iReady diagnostic assessment data in all ELA domains with a particular focus on vocabulary and comprehension. In addition, teacher observations under Danielson's Framework Domain 3: Instruction and Domain 1: Planning and Preparation will be included when determining the application and effectiveness of professional learning.
10/03/2022	01/13/2023	With the purpose of ensuring instructional continuity and addressing the learning gaps among targeted subgroups teachers and paraprofessionals will participate in a year long series of professional learning opportunities. For grades pre-K-2 the series focuses on the science of literacy through LETRS.
11/01/2022	01/13/2022	A school wide series of professional learning will focus on unpacking the Next Generation Standards in ELA and the priority learning standards in action paired with progress monitoring. It will provide teachers with the tools and protocols to analyze data and to plan for and deliver high-quality instruction that is equitable and targeted to the needs of individual students. As part of the series, teachers will regularly analyze data, learn how to progress monitor student learning through summative and formative assessments to pinpoint, and respond to learning in real-time through strategic instructional strategies. As a result of this work, students will receive "just in time" supports in the context of standards-aligned feedback while they self-assess and monitor their own learning. The impact of the implementation of the practices learned through professional learning will be evident through increased student progress and goal directed behaviors, iReady diagnostic reading assessments, and through observation/teacher lesson plans.

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?)
02/06/2023	06/27/2023	The focus will be on creating a learning environment that fosters trust, community, and a sense of belonging by implementing CR-SE based practices and the instructional priority area "strengthening core instruction." The professional learning series will be led by teachers who have attended the District 25 trainings by Dr. Akinyele in CR-SE. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, classroom observations., and lesson plans.
02/06/2023	06/27/2023	Parents/Guardians will be invited by the ILET members to engage in a series of workshops on understanding i-Ready Reading and it's progress monitoring components. The series is centered on the concept of ensuring that families are partners and fostering a sense of community. This plan will support our goals. It focuses on ensuring that parents are informed and aware of the supports available to help students succeed. Participant attendance and feedback through surveys will be utilized to measure the impact of these meetings.
02/06/2023	06/27/2023	In an effort to ensure that MLLs are provided with access to the curriculum, classroom teachers and ENL providers will participate in a professional learning series grounded in best practices of Effective Literacy and English Language Instruction for ELLs in Elementary Grades(link is external). The series is designed to aid educators in implementing a systematic approach to delivering instruction to MLLs with an emphasis on the using multiple modalities in instruction, Next Generation Standards, and related documents. Progress and performance will be evident through i-Ready reading assessment data, an increase in the percentage of students reading at grade level, co-planned lessons by classroom teacher and ENL providers, as well as classroom observations/lesson plans.
02/06/2023	06/27/2023	A school wide series of professional learning will focus on unpacking the Next Generation Standards in ELA and the priority learning standards in action paired with progress monitoring. It will provide teachers with the tools and protocols to analyze data and to plan for and deliver high-quality instruction that is equitable and targeted to the needs of individual students. As part of the series, teachers will regularly analyze data, learn how to progress monitor student learning through summative and formative assessments to pinpoint, and respond to learning in real-time through strategic instructional strategies. As a result of this work, students will receive "just in time" supports in the context of standards-aligned feedback while they self-assess and monitor their own learning. The impact of the implementation of the practices learned through professional learning will be evident through increased student progress and goal directed behaviors, iReady diagnostic reading assessments, and through observation/teacher lesson plans.
02/06/2022	06/27/2022	With the purpose of ensuring instructional continuity and addressing the learning gaps among targeted subgroups teachers and paraprofessionals will participate in a year long series of professional learning opportunities. For grades pre-K-2 the series focuses on the science of literacy through LETRS.

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)
10/03/2022	01/13/2023	iReady Reading Workshops for Parents	
02/06/2023	06/27/2023	Social Emotional Learning Series Workshops	

Human Resources	Instructional Leadership Team (ILT),, AIS teachers, ENL teachers
Instructional Resources	iReady Diagnostic Assessment, Teacher's College Reading and Writing Project, Foundations, Heggerty
Schedule Adjustments	Classroom teacher will have one extra planning period per week
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)
Understanding Geometry concepts	62% of all students score are on or above grade level on the 2022 i-Ready Spring assessment	The standards assessed with in the diagnostic assessment have not been taught.
SWDs Mathematics performance	30% of SWDs score are on or above grade level on the 2022 i-Ready Spring assessment	SWDs are not provided with adequate access to the curriculum.
ELLs Mathematics overall performance	41% of ELLs score are on or above grade level on the 2022 i-Ready Spring assessment	ELLs have limited access to the language supports in mathematics.

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	62%	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 62% to 72%, as measured by i-Ready Diagnostic Math Results.
Students with Disabilities	30%	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 10%, from 30% to 40%, as measured by i-Ready Diagnostic results.
English Language Learners	41%	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 10%, from 41% to 51%, as measured by i-Ready Diagnostic Math Results.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/10/2022			
iReady Diagnostic Math Assessment	Percentage of students in grades K-5 scoring at grade level on the iReady Math assessment	62% of students scored on or above grade level on iReady Diagnostic Math Assessment	65% of all students score at or above grade level on iReady Diagnostic Math Assessment	68% of all students score at or above grade level on iReady Diagnostic Math Assessment	71% of all students score at or above grade level on iReady Diagnostic Math Assessment
iReady Diagnostic Math Assessment	Percentage of students with disabilities (SWDs) in grades K-5 scoring on or above grade level on the iReady Math Diagnostic Assessment	30% of all students with disabilities (SWDs) in grades K-5 scoring on or above grade level	33% of SWDs scoring on or above grade level	36% of SWDs scoring on or above grade level	40% of of SWDs scoring on or above grade level
Percentage English Language Learners (ELLs) students scoring proficient on the iReady Diagnostic Math Assessment	Percentage of English Language Learners (ELLs) scoring on or above grade level on the iReady Diagnostic Math Assessment	41% of ELLs score on or above grade level on the iReady Diagnostic Math Assessment	44% of ELLs score on or above grade level on the iReady Diagnostic Math Assessment	47% ELLs score on or above grade level on the iReady Diagnostic Math Assessment	51% ELLs score on or above grade level on the iReady Diagnostic Math Assessment

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?)
10/03/2022	01/13/2023	The focus will be on creating a learning environment that fosters trust, community, and a sense of belonging by implementing CR-SE based practices and the instructional priority area "shared and inclusive curriculum." The professional learning series will be led by teachers who have attended the District 25 trainings by Dr. Akinyele in CR-SE. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, classroom observations., and lesson plans.
10/03/2022	01/13/2023	The priority area of "knowing students well" is an instructional priority area that we continue to execute. All teachers and paraprofessionals will engage in ongoing professional learning that will support them in designing instruction that is inclusive and addresses the learning needs of all students. The professional learning opportunities will support teachers in planning for instruction that encompasses a focus on developing academic language and vocabulary within the content areas. The professional learning series will be led by the Instructional Leadership Equity Team with an emphasis on designing task and activities that are student centered. Progress monitoring will include the analysis of iReady diagnostic assessment data in all mathematical domains with a particular focus on Numbers and Operations. In addition, teacher observations under Danielson's Framework Domain 3: Instruction and Domain 1: Planning and Preparation will be included when determining the application and effectiveness of professional learning.
11/18/2022	01/13/2023	With the purpose of ensuring instructional continuity and addressing the learning gaps that may exist we will implement a series of professional learning opportunities for unpacking the Next Generation Standards in Mathematics and the priority learning standards in action paired with progress monitoring. The year long series will provide teachers with the tools to plan for and deliver high-quality instruction that is equitable and culturally responsive. As part of the series, teachers will learn how to progress monitor student learning through summative and formative assessments based on standards to pinpoint, and respond to student learning in real-time through strategic instruction Students will receive "just in time" supports in the context of standards-aligned feedback. The impact of the implementation of the practices learned through professional learning will be evident through systems for students self-assessment, goal setting behaviors and increased student progress on the iReady diagnostic math assessments.

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?)
02/06/2023	06/27/2023	The focus will be on creating a learning environment that fosters trust, community, and a sense of belonging by implementing CR-SE based practices and the instructional priority area "shared and inclusive curriculum." The professional learning series will be led by teachers who have attended the District 25 trainings by Dr. Akinyele in CR-SE. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, classroom observations., and lesson plans.
02/06/2023	06/27/2023	Parents/Guardians are invited by the Math Team members to engage in a series of workshops on understanding i-Ready Math and it's progress monitoring components. The series is centered on the concept of ensuring that families are partners and fostering a sense of community. This plan will support our goals in that it focuses on ensuring that parents are informed and aware of the supports available to help students succeed. Participant attendance and feedback through surveys will be utilized to measure the impact of these meetings.
02/06/2023	06/27/2023	With the purpose of ensuring instructional continuity and addressing the learning gaps that may exist the Math Team will implement a series of professional learning opportunities for unpacking the Next Generation Standards in Mathematics and the priority learning standards in action paired with progress monitoring. The year long series will provide teachers with the tools to plan for and deliver high-quality instruction that is equitable and culturally responsive. As part of the series, teachers will learn how to progress monitor student learning through summative and formative assessments based on standards to pinpoint, and respond to student learning in real-time through strategic instruction Students will receive "just in time" supports in the context of standards-aligned feedback. The impact of the implementation of the practices learned through professional learning will be evident through systems for students self-assessment, goal setting behaviors and increased student progress on the iReady diagnostic math assessments.

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)
10/03/2022	01/13/2023	iReady Parent Workshops	
02/06/2023	06/27/2023	Social Emotional Learning Workshops for Parents	

Human Resources	Math Team, C.A.S.E. team, AIS teachers
Instructional Resources	iReady Mathematics Diagnostic Assessment, Envisions Math, Bank Street math tasks, Algebra 4 ALL
Schedule Adjustments	Classroom teachers will have one extra planning period per week for planning with grade level colleagues.
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)
Focus on Goal Directed Behavior for all students	2021-2022 post DESSA data indicates that 8% of our students scored in need of instruction under the competence of Goal Directed Behavior.	Classroom teachers have not received training on providing opportunities for students to set and achieve meaningful goals, self-assess and plan again.
Focus on Goal Directed Behavior for SWDs	2021-2022 post DESSA data indicates that 25% of our SWDs scored in need of instruction under the competence of Goal Directed Behavior.	Goal Directed behavior has not been a PD focus for SEL.
Focus on Goal Directed Behavior for Hispanic/Latinx	2021-2022 post DESSA data indicates that 15% of our Hispanic/Latinx students scored in need of instruction under the competence of Goal Directed Behavior.	Tools for communicating SEL concepts are not being utilized.

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
Physical & Mental Wellness	8%	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 92% to 97%, as measured by DESSA, resulting in improved Goal Directed Behavior among all students.
Equity & Student Voice	25%	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 25% to 20%, as measured by DESSA, resulting in improved Goal Directed Behavior among SWDs..
Equity & Student Voice	89%	By July, 2023, practices related to Social-Emotional Support will improve 5%, from 15% to 10%, as measured by DESSA responses, resulting in improved Goal Directed Behavior among Hispanic/Latinx students.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/3/2022			
DESSA Results ALL Students	Goal Directed Behavior	DESSA	8% of all students scored in need of instruction	7% in need of instruction	3% in need of instruction
DESSA Results SWDs	Goal Directed Behavior	25% DESSA	25% of SWD scored in need of instruction	23% score in need of instruction	20% score in need of instruction
DESSA Results Hispanic/Latinx	Goal Directed Behavior	15% DESSA	12% Hispanic/Latinx score in need of instruction	10% score in need of instruction	10% score in need of instruction

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/13/2023	C.A.S.E. team will deliver a professional learning series focusing on understanding the eight social and emotional competencies and their intended purpose to help educators plan instruction, document students' strengths and areas of need based on DESSA results. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, and classroom observations.
09/08/2022	01/13/2023	Professional learning series with a RULER refresher component. School staff will engage in professional learning that is meant to grow the use of the RULER tools (class charter, mood-meter, and meta-moment, & the Blueprint). This series will be differentiated to target new staff to PS 21 and staff members who have experience with utilizing the RULER tools. The idea is to help students to become more self-aware, allow opportunities for self-management, and better decision making. Progress monitoring will be through the use of student SEL surveys, teachers' professional learning surveys, classroom observations, and DESSA results.
11/18/2022	01/13/2023	C.A.S.E. Team will meet to develop and then deliver a series of professional learning for staff to address the social-emotional needs of all students based on Spring 2022 post-DESSA results with a focus on Goals Setting Behavior.

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?)
02/06/2023	06/27/2023	C.A.S.E. Team will continue their delivery of a series of professional learning for staff to address the social-emotional needs of all students based on Spring 2022 post-DESSA results with a focus on Goals Setting Behavior.
02/06/2023	06/27/2023	SEL Teachers will deliver a series of workshops to grade level PLCs on how to support students in developing Goal Setting Behaviors.
02/06/2023	06/27/2023	Parents/Guardians will be invited to a series of SEL workshops based on their interests as per parent survey results. Possible topics will include understanding DESSA results, understanding RULER, implementing RULER tools in your home, etc. Families of students who are identified as "in need of instruction" as per DESSA results and require tier 2 or tier 3 interventions will be targeted. This plan will support our goals in that it focuses on ensuring that parents are informed and aware of the supports available to help students succeed. Participant attendance and feedback through surveys will be utilized to measure the impact of these meetings.

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)
10/03/2021	12/23/2023	Attendance workshops for families to learn about the impact of attendance on student performance with a special focus on chronic absenteeism.	
02/06/2023	06/27/2023	SEL workshops and training for families on the DESSA competencies where families can learn about how to strategies that can be used at home to support their child's social emotional development.	

Human Resources	Guidance Counselors, Dean, C.A.S.E. Team, AIS Teachers, SEL Teachers
Instructional Resources	Sanford Harmony, RULER tools, DESSA Growth Strategies
Schedule Adjustments	N/A
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)
Timeliness of IEP completion	14% of IEPs are completed based on the Summary of IEPs Not Completed compliance report	The evaluation process is not completed on time.
Less than 60% of students with IEPs spend their instructional time in a LRE	50% of students with an IEP spend their instructional time in a MRE	The IEP team is not making the appropriate recommendation for students to spend their instructional time in LRE
Completion of initial evaluations within the 60 days of parental consent	77% of initial evaluations are being completed within 60 days of parental consent.	Evaluations are delayed because of extended breaks

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	14	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timelines of IEP completion by Decrease 10%, from 14% to 4%, as measured by SESIS IEP Completion Report.
Students with Disabilities	50%	By June, 2023, to strengthen the quality and implementation of IEPs for Students with Disabilities, we will improve recommended programs and services by Increase 10%, from 50% to 60%, as measured by Move to Least Restrictive Environment Compliance 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)
		06/10/2022			
i-Ready Diagnostic Reading Assessment	SWDs scoring on or above grade level	24% SWDs scored on or above grade level on the iReady Diagnostic Reading Assessment	34% score on or above grade level	44% score on or above grade level	54% score on or above grade level
iReady Diagnostic Reading Assessment	SPELLS scoring on or above grade level	19% of SPELLS scored on or above grade level on the iReady Diagnostic Reading Assessment	20% SPELLS score on or above grade level on the iReady Diagnostic Reading Assessment	25% SPELLS score on or above grade level on the iReady Diagnostic Reading Assessment	29% SPELLS score on or above grade level on the iReady Diagnostic Reading Assessment

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note:

Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The Child Support Services Team (CSS) and SIT will begin to meet at the start of the year to establish a series of meetings with protocols to review (in monthly meetings) program and service recommendations for students with IEPs to ensure that students have access to the least restrictive environment. The multiple forms of data is kept in a comprehensive chart that encompasses all services and is utilized to monitor student progress. The impact of this practice will be evident by an increase in students with IEP programs and services being delivered through a LRE. Additionally, the team will provide guidance and the implementation/progress monitoring of behavior plans.
10/03/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Special education teachers and their general education counterparts (ICT) will participate in a two part professional learning series focused on developing appropriately rigorous standards aligned annual goals and progress monitoring of student goals. The implementation of the practices will be progress monitored by utilizing the "Progress of Measurable Annual Goals," report on SEIS and student progress reports from iReady assessments (math and reading) and running records data.
10/03/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Classroom teachers can access ongoing professional learning opportunities for providing students with differentiated instruction and tier 1/tier 2 (Foundations (double-dose) and Wilson, Behavioral (RULER)) intervention strategies. General education teachers will participate in professional learning series focused on progress monitoring students performance in ELA and mathematics based on standards.
		N/A	N/A
		N/A	N/A
		N/A	N/A
		N/A	N/A

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)
10/03/2022	01/13/2023	iReady parent workshops	
02/06/2023	06/27/2023	Social Emotional Learning Series Workshops	

Human Resources	IEP Teacher, C.A.S.E. Team, AIS teachers, and SEL Teachers
Instructional Resources	Foundations, Heggerty, Leveled Literacy Intervention (LLI), RULER (mood-meter, charter meta-moment, etc.), iReady Diagnostic Assessments program and teacher created learning paths
Schedule Adjustments	Classroom teachers will have one extra planning period per week for working collaboratively with grade level colleagues
Other Resources Needed	N/A

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

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the

criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	consistently below grade level in reading based on iReady Diagnostic Assessment and TC Running Records. Not making progress with double dose Foundations	Spire	small group	during school	Yes
Tier 3	consistently below grade level in reading based on iReady Diagnostic Assessment and TC Running Records. Not making progress with double dose Foundations or LLI	Great Leaps	on-to-one	during school	Yes
Tier 2	Consistent below grade level results in ELA or Mathematics	iReady Learning Path	small group	during school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	mandated	counseling	small group	during	no
Tier 2	at-risk	counseling	small group	during	no
Tier 3	mandated and at risk	Child Mind Institute: SCP-SEL	small group	during	no

Students in Temporary Housing (STH) Support

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

<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>138</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Families of Students in Temporary Housing will receive targeted instructional strategies for vocabulary provided by classroom teachers and ENL providers based on the strategies in the text <i>Word work and word play: A practice guide for vocabulary instruction in K-12</i>. Additionally, the students and families will receive direct targeted invitations to parent workshops to help support them. The families will work closely with the STH liaison. The liaison will help support these families and connect them with resources for child care, meals for adults and students, bussing information, counseling services, and any other supports they may need. Title I resources and funds will be utilized to provide these families with the services necessary to assist them.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

<p style="text-align: center;">Parent and Family Engagement Policy</p>
<p>The goal of this policy is to develop a parent/guardian and family engagement policy that will establish expectations and objectives for meaningful parent/guardian and family engagement in the P.S. 21Q Edward Hart, hereafter "P.S. 21Q," community. Educational research shows a positive correlation between effective parental engagement and student achievement. With this in mind, P.S. 21Q, in compliance with Section 1116 of Title I, Part A, of the federal education law titled Every Student Succeeds Act (ESSA), in collaboration with the P.S. 21Q Title I Parent Advisory Council is responsible for creating and implementing a Title I Parent/guardian and Family Engagement Policy, hereafter the "PFEP," to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents/guardians informed by actively involving them in planning and decision-making in support of the education of their children. P.S. 21Q parents/guardians are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council as volunteers, who will receive training through the school or the district in their volunteer roles, and are welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students

P.S. 21Q will support Title I parents/guardians and other family members of Title I students by: -providing materials and training to help parents/guardians work with their children to improve their achievement level, e.g., literacy, math, use of technology, etc.; providing parents/guardians 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/guardians can effectively support and monitor their child's progress; -providing assistance to parents/guardians in understanding city, state, and federal standards and assessments; -sharing information about school and parent/guardian-related programs, meetings, and other activities in a format and in languages that parents/guardians can understand; -providing professional learning opportunities for school staff to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents/guardians and other members of the school community; -providing professional learning opportunities for parents/guardians to build stronger ties between parents/guardians and other members of the school community.

Parental Involvement and School Quality

The P.S. 21Q PFEP 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 P.S. 21Q school community will conduct an annual evaluation of the content and effectiveness of this PFEP with the meaningful involvement of P.S. 21Q Title I parents/guardians and family members 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/guardians and family members and enhance P.S. 21Q's Title I program. This information will be maintained by the school. In developing the P.S. 21Q PFEP, Title I families were consulted on the proposed PFEP and were surveyed for additional input. To increase and improve parent/guardian involvement and school quality, P.S. 21Q will: -translate all critical school documents and provide interpretation during meetings and events as needed; -actively involve and engage parents/guardians and family members in the planning, review, and evaluation of the effectiveness of the school's Title I program as outlined in the school's Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; -engage all parents/guardians 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 PFEP, the School-Parent Compact, and the CEP; -support school-level committees that include parents/guardians who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning; -maintain a parent coordinator to serve as a liaison between the school and families with assistance from the Title I PAC Chairperson, whose role is defined as being the conduit between Title I families and SLT, or the Title I PAC Alternates, or other parent volunteers on the Title I PAC. -ensure that Title I PAC Chairperson, the Title I PAC Alternates, or other parent volunteers on the Title I PAC will collaborate with the parent coordinator to provide parent workshops based on the assessed needs of the parents/guardians of children who attend P.S. 21Q. Further, they will work to ensure that the school environment is welcoming and inviting to all parents/guardians. The parent coordinator will also maintain a log of events and activities planned for parents/guardians each month and file a report with the central office; •conduct parent workshops with topics that may include: •parenting responsibilities to support their child academically and social-emotionally •understanding educational accountability •attendance impacting student learning -grade-level curriculum and assessment expectations •literacy supports •accessing community and support services •technology training to build parents'/guardians' capacity to help their children at home •other matters to help parents/guardians with supporting their child at home. •provide opportunities for parents/guardians 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/Guardian Meeting each school year to Title I families to advise them about the P.S. 21Q Title I funded programs, their right to be involved in the programs, and the parent and family engagement requirements under Title I, Part A, Section 1116, and other applicable sections under ESSA; -collaborate with the Title I Parent Advisory Council in hosting family meetings throughout the school year to advise and update Title I families about the P.S. 21Q Title I funded programs, and in receiving parental input or feedback about the P.S. 21Q Title I programs; -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/guardians to provide suggestions; -CRSE information

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/guardian participation on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council; •establishing a Parent Resource Center/Area or lending library; instructional materials for parents/guardians, depending on the availability of resources for this information outlet; •encouraging more parents/guardians to become trained school volunteers; •providing written and/or verbal progress reports at the end of each marking period to keep parents/guardians informed of their child's progress; •developing and maintaining the school website designed to keep parents/guardians informed about school activities and academic expectations, depending on the availability of resources for this information outlet. •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/guardians can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

Edward Hart School PS 21, 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

• be my best self and be ready to learn each day • take a meta-moment when necessary • practice self regulation using the mood meter and mindfulness • use tools that will best support my learning • be responsible for completing homework and class assignments on time • ask for help when feeling unsure about my learning • do daily work that reflects my best effort • be respectful to all school members and to school property • take ownership in my own learning by collaborating and having academic discussions with my peers • show kindness to everyone around me • strive to be Lion Harted

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:	25
Borough:	Queens
School Number:	021

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	Michael Swirsky
Assistant Principals	Jennifer Nigro/Lucy Quirindongo
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Lerna Karanfiloglu
School Counselor	Lisa Hamada
Teacher/Subject Area	Luisa Ghiozzi/AIS
Teacher/Subject Area	Wanting Ruan/Bilingual
Parent	Rosa Cortez
Parent Coordinator	Jennie Cheng
Related-Service Provider	Lisa Calabrese/IEP teacher

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:	6
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]:	8
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	8
Number of ESOL certified teachers with a bilingual extension:	4

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	3
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	1130
Total number of current ELLs at your school:	328
Total percentage (%) of current ELLs at your school:	29%
Total number of former ELLs at your school:	72
Total percentage (%) of former ELLs at your school:	6.4%

PART II: BILINGUAL PROGRAMS

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

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

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

■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE																	0
TBE	MGC	Spanish	2021-2022	0.5	0.5												1.0
TBE	MGC	Spanish	2022-2023			0.5	0.5										1.0
DL	GE	Chinese	2021-2022	1	1	1	1										4
DL	GE	Spanish		1													1
DL																	0
				total: 2.5	total: 1.5	total: 1.5	total: 1.5	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))?	Yes
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PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>At P.S. 21, we have seven dually certified (TESOL and Common Branch) to provide services through self contained ENL classes and six TESOL certified teachers to provide Stand Alone/Integrated services. Servicing students in grades K-5. Five of our self contained classes are heterogeneously formed to include non-ELLs and ELLs with mixed proficiency levels from Entering to Commanding. For our general education classes the make-up is one third to one half ELLs and the remainder of the class is composed of fluent English speaking students to serve as good models of the English language. Our Kindergarten G&T, Fourth grade ICT classes, Fourth and Fifth grade Self-Contained classes are provided ENL services through dually certified classroom teachers. Entering and Emerging students receive ENL instruction through the ELA content area by grade level. Our ENL students who receive Stand Alone 180 minutes are grouped together by proficiency level. Our ELLs not placed in self contained classes receive services through Stand Alone and Integrated ENL. The makeup of these classes are composed of ELLs with various proficiency levels as well as fluent English speaking students that serve as good models of the English language. Entering and Emerging students receive 180 minutes of Stand Alone from a TESOL certified teacher. All ELL instruction supports blended learning models utilizing technology to support interactive lessons and platforms to engage in supporting the four modalities. Utilizing Teacher's College Reading and Writing Curriculum, instruction will support Priority Standards with a focus on Hallmark 4. Instruction includes daily writing, discussion techniques, engaging texts to support close reading skills with a focus on high quality vocabulary instruction. Our Long Term ELLs will receive their mandated minutes based on proficiency levels and learning models of Integrated and Stand-Alone. The students will receive extra supports through RTI utilizing research based programs such as Wilson, Foundations and LLI to support literacy skills.</p>
<p>Integrated English as New Language (ENL)</p>	<p>For Integrated ENL services for our MLLs, TESOL certified teachers deliver 180 minutes in a push-in model and co-teach with the classroom teachers. For our Entering and Emerging students instruction is provided during ELA. All other proficiency levels (Transitioning-Commanding) instruction is provided in the content areas such as math, science or social studies. ENL integrated minutes are provided within the content areas of Science, Social Studies and Math by grade level with mixed proficiency levels. Our ELL providers utilize a push-in model to co-teach and parallel teach aligned with current units of study within each class and grade level. Our classrooms servicing ELLs are of smaller size to ensure we afford space for newly arrived students and to allow for smaller group instruction. All ELL instruction supports blended learning models and Project Based Learning utilizing technology and UDL principles to support interactive lessons and platforms to engage in supporting the four modalities. Utilizing Teacher's College Reading and Writing Curriculum. Instruction will support Priority Standards with a focus on Hallmark 4. Instruction includes daily writing, discussion techniques, engaging texts to support close reading skills with a focus on high quality vocabulary instruction. Our Long Term ELL will receive their mandated minutes based on proficiency levels and learning models of Integrated and Stand-Alone. The students will receive extra supports through RTI utilizing research based programs such as Wilson, Foundations and LLI to support literacy skills.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>We currently have a kindergarten and first grade one-way dual language (Chinese) program. We are expanding the program to meet the needs of our students and families expanding our program adding a second grade dual language class. Students are placed into the programs heterogeneously based on their NYSITELL results of varying proficiency levels and parent surveys. The class make-up includes native English speakers with a Chinese home language code and native speakers of the Mandarin language who are learning English. Our classroom teachers hold common branch licenses and Chinese bilingual extensions. The teachers provide ENL services to students based on the mandated minutes per CR 154-2. Our goal of the dual language emersion is to establish strong literacy skills in English and Mandarin. The classroom teachers alternate between Mandarin and English each day through all content areas. Language development is supported through the use of translated programs materials such as Envisions and Passport to Social Studies. Blended learning models and translated digital texts are used to support reading instruction as well as listening and speaking skills.</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>The mandated number of instructional minutes is provided according to students' developmental learning needs as well as language proficiency levels in both languages (English and Chinese) for a one-way self-contained Dual Language model. Since 50% of the students are ELLs in a Dual Language program. Students are of varying proficiency levels entitled to receive the number of ENL minutes. Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds. The teaching and learning of reading, writing, speaking, and listening in the students' home language is aligned to the standards for English Language Arts. 50% of the instruction is in the ELLs home language alternating days.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>A one-way Self-contained Dual Language model is implemented to allow students to master academic content to become bilingual, bi-literate and bicultural. The instruction is structured to implement approximately 50% of the instructional time to meet the needs of both languages (English and Mandarin). Opportunities for students to integrate language and content instruction is intentional and carefully planned with high academic expectations for all students. Both English proficient students and ELLs spend 50% of the instructional time learning in the target language (Chinese) and 50% of the instruction in English. All ELLs are provided ongoing exposure to both languages and have access to standard aligned high-quality translated curriculum materials across the content areas.</p>
<p>In which language(s) is each core content area taught?</p>	<p>All content area instruction for our one-way dual language program are taught through alternating days between English and Mandarin.</p>
<p>How is instruction designed to include both languages?</p>	<p>The instruction is designed to include both languages on alternating days. 50% of the classroom instruction is in English and 50% of instruction is delivered in the home language (Mandarin) to support general education students and ELLs of varying proficiency levels. The instruction supports multiple approaches when working with ELLs. The program supports language development, comprehension and social emotional needs through continuous monitoring of progress within both languages. As the students are learning English they are engaged in age appropriate learning tasks as 50% of instruction is in their home language that is cognitively challenging and encourages critical thinking skills.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>The emergent literacy is delivered in both languages, English and Chinese simultaneously. The program provides emergent literacy skills to students on an alternating day schedule. The bilingual education is strategically designed to build on and extend skills in content areas. Students will maintain their home language and receive the same instruction through core content provided in both languages throughout the program.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>We do not have TBE program.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>We do not have a TBE program.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Currently, based on the ELL Data Analysis Tool, 79.9% of our ELLs are Newcomers and 20.1% are Developing. At this time, we do not have any SIFE. Services for Newcomers provide students with programs and strategies to gain comprehension of academic content. Learning the English language is not taught in isolation. Student learn to develop language skills through rich academic content. Students cultures and their language foundation is embedded into daily instruction. Students social emotional well-being continues to help drive instruction. The students are exposed to vast amounts of new vocabulary, reinforcing learning through activities, use of UDL strategies and Total Physical Response. Providing scaffolded instruction with picture dictionaries, audio, visual and native-language supports of translated program materials and resources to support language and literacy skills. Students learn through shared reading and writing activities with explicit modeling. Programs are utilized to support targeted phonics instruction using the Foundations program, content instruction as well as supports for gaining close reading skills using the 3L's approach by Maryann Cucchiara. Our Newcomers and Developing ELLs utilize digital platforms such as i-READY and Imagine Learning and Literacy to support progress monitoring of decodable words, sight words, reading comprehension, spelling grammar, academic vocabulary and listening comprehension. Teachers use the data for planning for targeted instruction. For our Developing ELLs- Students receive differentiated instruction through multiple modalities as lessons are designed to involve writing, speaking, drawing, and listening. Technology is infused through the use of Blended Learning models. Technology supports building on prior knowledge to deepening their understanding of the content. Students learn through a multi-disciplinary approach to support various learning styles. Students are invited to improve their discourse and writing skills through the use of sentence frames/stems. Allowing students to write multiple paragraphs designed for a purpose within the content areas.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Based on the ELL Data Analysis Tool, we do not have any long term ELLs but 8.2% of our students are potential-long term ELLs. For our Long-Term ELLs, we focus on providing students with high-quality instruction. We provide tiered RTI, targeted instruction, which utilizes research based programs, such as Wilson and LLI. Our school ensures long-term ELLs are set with learning paths to address academic needs. Identifying where they are struggling and provide rigorous and accessible instruction tailored to their specific needs. Students have access to technology to support learning paths and data to show their progress. Our Long-Term ELLs receive support in content areas through vocabulary, reading with audio supports, engaging in academic discussions through Think-Pair-Share and Socratic Seminars to improve discourse and speaking skills. Students are given opportunities to utilize sentence stems/frames to support writing in all content areas with rubric/check-list and teacher feedback.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Six percent of our MLLs are former ELLs. Our former ELLs receive two years of continued service for 90 minutes either through Alternative Pathways (Option A: Small-group learning) by the classroom teacher or by an ENL provider in an integrated setting through co-teaching and parallel teaching to monitor and support language development and academic progress. The classroom teachers collaborate with ENL teachers to provide services, small group instruction and targeted interventions. We utilize digital platforms such as i-READY and Imagine Learning and Literacy to support progress monitoring of decodable words, sight words, reading comprehension, spelling grammar, academic vocabulary and listening comprehension. Teachers use the data for planning for targeted instruction.</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>In reviewing and analyzing our NYSESLAT data, by modality for 2018 and 2019, we found that our students in grades 2-5 continue to perform well as a strength within the Speaking modality. In comparing 2018 and 2019 NYSESLAT scores, our students in grades 2-5 performed higher in Writing in 2019 than they did in 2018. In 2018 our third grade students performed higher in both the Reading and Listening Modality. In 2019 Our third grade students continued to score high within the listening modality. Our fourth and fifth grade students performed higher in all modalities in 2019 compared to the 2018 NYSESLAT results. In reviewing the data it is evident that our students continue to make progress as a common trend across grades within the Speaking modality. We notice that our students' writing growth continues to improve from 2018-2019, however it does not correlate to the levels of speaking to transfer skills to their writing. In 2018 our fourth grade students performed low within the writing modality. However in grade four in 2019 only half of those students performed low in writing. Students in grade five made significant progress in writing in 2019 as apposed to little progress in 2018. Based on the 2018 and 2019 NYSESLAT results another noticeable trend is that our students continue to make progress within the modality of listening and speaking. As we continued to analyze the data we notice that seventy percent of our ELLs did not make any growth on NYSELAT in 2019. Based on the 2019 NYSESLAT, many of our students who did not make progress have potential for becoming Long-Term ELLs.</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>In reviewing our students performance on the NYSESLAT and other state assessments we noticed a trend as our Commanding students score between level 3 and 4 on both the NYS ELA and NYS Math exams. Our Entering and Emerging students scored Level 1 on both NYS ELA and NYS Math exams. Our Transitioning and Expanding students performed at a Level 1 or a 2 on the ELA and performed at levels 2 and 3 for the NYS Math exams. It is evident that our beginning ELLs need support with literacy and math skills to begin to meet grade level standards. Students that are transitioning and expanding show little growth on the NYS ELA exam, but in comparison have shown they made gains in the math content as they continue to approach and meeting grade level standards based on the NYS math exam scores. In reviewing and analyzing our data for our at-risk ELLs 48% are considered at-risk level 1. 14% of our ELLs and former ELLs are at-risk level 2. 8.2% of our ELLs are students who are potential Long-Term ELLs. 6.5% of our ELLs and former ELLs continue to receive a level one on both the ELA and Math state exam scores. Students in temporary housing are at 21.5% at risk indicators who will need to receive targeted instruction. 50% of our at-risk ELLs continue to need academic support, social emotional support and to increase their attendance rate percentage.</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>Some of our common trends among these students who are considered at-risk continue to struggle with attendance. Many of our at-risk students are in temporary housing. These students are in need of supports for communicating with their families to express the importance for students attending school each day. Attendance rates are influencing the academic progress of our ELLs and former ELLs. These students need to be immersed in the English language and given the support to acquire reading and writing grade level skills. Targeted instruction will help bridge the learning gaps by increasing knowledge of vocabulary and comprehension to support content based skills. Our school focuses on an MTSS system as a team to ensure we provide interventions to support the whole child. Our at-risk ELLs are provided with RTI interventions through small group targeted instruction, family supports to increase their level of achievement and social emotional growth. We continue to monitor student progress through multiple sources of data and through the use of i-Ready and Imagine Learning and Literacy which allows the school to track student data in order to support small group classroom instruction.</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>We value the home and school connection and strive to build communication with all our families. The home language of ELLs with the largest population represented at our school is Chinese followed by Spanish and Korean. We have ENL teachers, classroom teachers and paraprofessionals that speak these predominant three languages. Our parent coordinator is a bilingual Chinese-English speaker who plays an integral part of our school registration process. Two of our ENL teachers are bilingual (Chinese and Spanish) also play a role in supporting our registration process. Many of our staff members such as teachers, paraprofessionals, guidance counselors and one assistant principal also provide language support to families in the home languages of Chinese, Spanish and Korean. Our staff continues to make connections with families by collecting data about their needs and any academic information is readily available in their home language. Parent surveys provide data for how our school can best meet their language needs. Our MLLs and their families are provided with continued support within their home language. Our staff is there to support our students, translate to our families during meetings, conferences or make calls throughout the year. Informational notices, letters, program invitations that are sent home are translated into the preferred parent languages for our families. All parent out-reach is provided through translated documents and phone calls. The school utilizes the NYC DOE translation service for those languages that are not accessible through our in-house staff. We provide families and students with program materials, and resources that are translated into home languages. Parents are encouraged to attend school events and parent meetings, which are translated to meet the language needs of families to ensure they have an understanding about their child's overall academic progress. Our school staff receives training to ensure they understand the value of communicating with families in their home language. Our staff is well versed in utilizing translations when meeting with parents. Our classroom teachers are trained to use the translation line for meetings and sending home school or classroom letters/documents to ensure there is equity and access for all families.</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>More than half our ELLs (64.9%) are Asian, followed by American Indian or Alaskan Native at 25.6% and 7% are White. ELLs are always included in our planning of instruction as is the delivery of CRSE. Our goal at PS 21 is to know every student well and build relationships to meet their social emotional needs. We provide a welcoming environment where students feel comfortable to be themselves and are given opportunities for discussion. Our school prides itself on getting to know our students well and to develop meaningful relationships. Our ELLs are an asset to these conversations with the experiences and information they bring from their various cultures. We recognize that all children as well as our ELLs need to be held to high expectations and rigorous instruction. We encourage our ELLs to read, write and speak in their native languages connecting culture, language and life experiences to what they learn in school. allowing them access to rigorous instruction and develop higher-level academic skills. Our staff plans lessons and units of study to support ENL instruction supportive of the CRSE. Our teachers learn about their students through interviews and surveys to deepen their understanding of diversity and learning styles of their students. They provide students access to curriculum materials and activities to work through real-world problems. Students are presented with concepts using student friendly vocabulary. Teachers provide instruction through learning stations, ensure all students have a voice and provide interesting and exciting learning through interactive Blended Learning models. Our school has established a CRSE team to ensure we meet the culturally diverse needs of all of students and families. Our team supports equitable teaching practices and plans for engaging school wide activities to celebrate all students.</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>In reviewing and analyzing our subgroup data 20/% are ELLs with IEP's. Majority of our ELLs with IEP's are students in Self-Contained classes. Our ELLs with IEP's total 50 students. 40 of those students are Hispanic ELLs. In 2019 thirty four of our students scored between Transitioning and Expanding. With only three students scoring on the Commanding proficiency level. Few of our students continue to make significant progress on the NYSESLAT. Most of our students continue perform on the same proficiency level from year to year. This common trend among our students continues to grow as these students are potential Long-Term ELLs with IEP's. The students are in need of intensive targeted instruction to meet their academic and social emotional learning needs. We continue to evaluate the data and find there are many aspects affecting our ELLs with IEP progress. Many of these students have little to no home academic and language supports. The attendance for our ELLs with IEP's is an area of concern. These students continue to need support with L1 literacy skills such as raising reading levels and increasing writing development. Students need access to real-world applications, and supportive environments to engage in project based learning tasks that are culturally responsive and supportive to academic discussions. We use i-READY, Imagine Learning and classroom data to support planning and improving instruction to target students areas of focus and progress monitor data in real time. Students receive targeted instruction through Foundations, Spire, Great Leaps, Wilson and LLI. Teachers use UDL principles and strategies to provide small group and targeted instruction within the four modalities. To support our ELLs with IEP's we have four of our Staff members dually certified in ENL and Special Education to support their academic and language needs within the classroom setting. Students IEP's are reviewed by our staff and service providers to support learning styles and management needs to provide tailored instruction to support learning goals.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>Our Instructional Leadership Team supports our MLs/ELLs by ensuring our school continues to utilize shared and inclusive curriculum materials and resources. Our ILT works to analyze school data such as NYSESLAT, State Exams and i-Ready to look for trends and areas of both academic strengths and learning needs for our ELLs. The team continues to provide support of utilizing Blended Learning Models, support the four hallmarks and ensuring the curriculum materials are culturally diverse. Our school ILT works with staff to ensure they have an understanding of core instruction, curriculum materials, implementing scaffolds and UDL strategies to support our MLs/ELLs academic progress. The team supports instructional shifts to ensure lesson planning includes all modalities for students to make progress within their oral language skills and writing skills. The instructional design supports the use of curriculum mapping for staff to engage in sharing practices and resources to provide access to grade level curriculum. The instruction supports authentic learning tasks to reflect real-world problem based skills, project based learning, digital platforms, interactive resources and high-quality texts. Supports to are in place for students to engage in close reading with an emphasis on academic discourse techniques, such as Think-Pair-Share and Socratic Seminars and vocabulary development to support language and literacy skills.</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>The ENL curriculum is vertically aligned in grades K-5 based on the Next Generation Standards. Instruction is delivered in English. Teachers use many techniques and scaffolds to support content area instruction. Scaffolds such as Total Physical Response (TPR), visual support, videos and realia are used with our Entering/Emerging ELLs. Oral language development is fostered through the use of songs, chants, poems and speaking prompts to rehearse language tasks. Foundations, Wilson, Sound Sensible, Great Leaps and Spire are used to support phonemic awareness, sight words, comprehension and promote fluency. Shared reading, shared writing and interactive writing are used to support language development. Digital tools such as Flipgrid and Seesaw are used to support listening and speaking skills. Integrated ENL instruction, students are provided background knowledge with the use of images and videos. They are pre-taught academic vocabulary through different types of word-play. Students act it out , talk it out, and use shades of meaning to differentiate related words. Students are given the opportunity to deconstruct and reconstruct "juicy" sentences through close reading of complex and compelling texts. Sentence frames are provided to aid in answering the 5 W's. Instruction in the Dual Language classes (K-2) is given in Mandarin and English. Math (Envisions) and Passport to Social Studies is taught with the use of translated materials in Chinese and English.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The ENL curriculum is vertically aligned in grades K-5 based on the Next Generation Standards. Instruction is delivered in English. Teachers use many techniques and scaffolds to support content area instruction. Scaffolds such as Total Physical Response (TPR), visual support, videos and realia are used with our Entering/Emerging ELLs. Oral language development is fostered through the use of songs, chants, poems and speaking prompts to rehearse language tasks. Foundations, Wilson, Sound Sensible, Great Leaps and Spire are used to support phonemic awareness, sight words, comprehension and promote fluency. Shared reading, shared writing and interactive writing are used to support language development. Digital tools such as Flipgrid and Seesaw are used to support listening and speaking skills. Integrated ENL instruction, students are provided background knowledge with the use of images and videos. They are pre-taught academic vocabulary through different types of word-play. Students act it out , talk it out, and use shades of meaning to differentiate related words. Students are given the opportunity to deconstruct and reconstruct "juicy" sentences through close reading of complex and compelling texts. Sentence frames are provided to aid in answering the 5 W's.</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>At PS 21, we continue to ensure ELLs with IEP's have access to rigorous instruction and grade level curriculum to achieve their goals. Our staff is committed to meet the needs of these students within their least restrictive environment. Our students have access to content specific texts on a variety of levels across the content areas. Teachers use small group and station teaching to meet students academic needs. As a school we look at students IEP's and focus on their Present Levels of Performance to understand the diverse needs of our ELLs with IEP's. Linguistic frames are utilized to support students, to engage in discussions and to utilize the frames to support writing in all content areas. UDL strategies are utilized by classroom teachers and provide students with flexible groupings within the classroom, to ensure students have different partners to learn from to increase their content knowledge, language and vocabulary development and gain confidence. All educational decisions for our ELLs with IEP's are made in conjunctions with the special educators, classroom teachers, IEP teachers and related service providers and our LPT. As a part of our MTSS system, several of the staff members make up our CSS Team (RTI/SIT/PPT). The teams meet on a 4 week cycle to discuss and track student progress within their LRE. The team utilizes assessment data to discuss student progress and performance results of their IEP's. The CSS team meets to discuss students in need of opportunities to learn from their non-disabled peers within the classroom. The CSS team works with staff to ensure current placement and services are supportive for students and design flexible programming for students to achieve academic success in the LRE. ENL providers continue to support ELLs with IEP's in their current and flexible/LRE programs both in ELA and content area instruction. Service providers provide curriculum supports, learning tools and resources as indicated through IEP management needs to ensure students have access to grade level curriculum All ENL providers have open communication and access to students IEP's for those on their case loads. ELLs with IEP's are provided instruction from service providers through both push-in and pull-out services. ENL staff support students mostly through push-in models and work collaboratively with classroom teachers through co-teaching and parallel teaching to ensure students are immersed in the instructional materials with scaffolds to meet their learning needs. Students have access to interactive curriculum based tasks as technology platforms and digital tools helps to support progress monitoring of student goals. Two of our ENL providers are bilingual and support both native languages of students and the development of the English language. Our fourth and fifth grade self-contained students receive their ENL instruction from their classroom teacher who is dually certified in ENL and Special Education. All curriculum resources and program components are accessible within the classroom and digitally.</p>
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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>To support our ELLs and to guide our instructional planning, we use multiple sources of data. This year our school will provide students with the opportunity to take an academic screener. We will use Lexia Rapid to target specific skills to helps teachers and educational leaders make decisions that promote reading success. The screener will help to support the measurement of students in K-2 foundational literacy skills, word recognition and comprehension. For students in 3-5, it will support the measurements of reading skills and application. We will use this screener three times a year. The screener will support our school wide MTSS system. It will help to provide support to our students who are in need of RTI tiered intervention and ensure we use data driven results to provide targeted intervention services.</p>
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<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>For grades K-5 our schools CSS team support RTI/AIS for our ELLs through our digital MTSS system. Through the team and system we progress monitor students on 6-8 week cycles. We meet to review data results from research based program assessments as well as teacher/classroom assessments. We review teacher completed RTI targeted intervention data prior to making informed decisions about how to best support the student through tiered interventions. The team works to assess student progress, areas of strength and areas of concern, to ensure we continue to provide targeted instruction to meet grade level standards. Our school uses multiple programs to ensure students receive targeted instruction within all content areas. Through our MTSS system we work to meet our ELLs and ELLs with IEP's learning gap needs. We have many staff members including classroom teachers, trained in research-based programs, who provide small group tiered interventions. Our IEP teacher, AIS teacher, classroom teachers, service providers and ENL staff provide RTI services to our students. All content area Tier 1 interventions are provided by classroom teachers. Students have access to both classroom and digital tools and platforms to improve and practice targeted skills. Digital tools are accessible to teachers, students and families. Within learning models, teachers support small group instruction and through individual conferences through the workshop model. Our staff continues to use UDL principles and strategies to engage students as well as the work of Maryann Cucchiara. They focus on reading complex texts through close reading within the content areas of Science and Social Studies deconstructing sentences, utilizing linguistic frames, and academic word play to support vocabulary usage and understanding. Many of our teachers in grades K-3 support tier 1 interventions through the use of Foundations. Classroom teachers also provide our ELLs with a double dose to serve as a tier 2 interventions. Our classroom teachers and providers use iReady, Envisions, LLI, Great Leaps, Wilson, Sound Sensible and Spire. iReady, Envisions and LLI are used for both tier 1 and tier 2 interventions. ELLs are provided home language support through translated assessments, lessons, questions and charts. Students have access to translated program materials, use of google translate and bi-lingual dictionaries/glossaries to support content based instruction.</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>For grades K-5, our CSS team supports RTI/AIS for our ELLs through our digital MTSS system. The team and system progress monitors students on 6-8 week cycles. We meet to review data results from assessments provided through the researched based program as well as teacher/classroom assessments. We review teacher completed RTI targeted intervention data prior to making informed decisions about how to best support the student through tiered interventions. The team works to assess student progress, areas of strength and areas of concern, to ensure we continue to provide targeted instruction to meet grade level standards.</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>To support our ELLs and to guide our instructional planning we use multiple sources of data. We use the digital assessments and base-line data to help establish learning paths to address standards necessary for ELL's to make academic progress. Analyzing the data will support school-wide goals, small group and one-to-one targeted instruction. iReady Literacy and Math Diagnostic and Benchmark assessments are used to provide teachers, students and families of student literacy and language skills. The program supports areas of focus to ensure we meet language needs of our ELLs. iReady supports students continuously and places them on individual learning paths. Teachers administer TC Running Records four times a year to measure students accuracy and comprehension of fiction and non-fiction leveled texts. Teachers administer Foundations assessments to measure students phonological awareness, phonics and high frequency words. To assess writing development our schools administers Writing On-Demand pre- and post assessments for each unit of study, to guide educators in differentiating and providing access for all students based on standards. The assessments help to identify areas of strengths and next steps to be provided through tiered interventions. Teachers continue you to use Envisions units assessments and provide opportunities for students to take end of unit assessments for both Science and Social Studies.</p>

<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We continuously ensure that our MLs/ELLs are appropriately evaluated in their home languages throughout the year. Throughout the school year Bilingual ENL providers, classroom teachers and paraprofessionals monitor ELLs through conferences to assess their language fluency and comprehension on a regular basis. Scaffolds are provided to students to support learning in both their home language and in English to support engagement and transfer of skills. Students are provided opportunities to use translated digital platforms, literature and programs to monitor their home language development. Throughout the school year we ensure translated assessments are provided to students in their native language and to support proficiency levels. Our Dual language classes are evaluated in their home language of Mandarin within all content areas.</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>As a priority of knowing our students well it is key to educators to have summative assessment data to make informed decisions to support our MLLs/ELLs, with supportive programs. To support our MLLs/ELLs we use multiple sources of data to determine areas of need and strengths. Our school continue to use the EDAT tool to support learning pathways for our students based on progression levels. We use NYSITELL, NYSESLAT, Running Records and State assessments to best meet the needs of our student and make curricular adjustments and inform instruction to support targeted levels of students. Our ELLs continue to make little progress on the NYSESLAT and state exams who are Transitioning and Expanding. Through the data analysis we continue to develop plans to meet the needs of students who are considered at-risk for becoming long-term ELLs. Currently a majority of our students are at Level 1. We continue to analyze the data sources to plan for interventions to support students in temporary housing and ELLs with IEP's. These students continue to fall below grade level standards and make little to no progress on the NYSESLAT.</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>Our school has designed a plan to administer the NYSELAT to students over three days. ENL providers administer the exam to students within the same grade bands. The teachers of Self-Contained ELL programs administer the assessment to their students. Our ENL providers, IEP teacher and AIS providers help to support the scoring of the NYSESLAT. During this time students will continue to receive their ENL instruction of mandated minutes as the providers will make schedule changes and rotate the times for when the exams are given and times for scoring. Our school also provides teachers with per-session opportunities to support scoring of the NYSESLAT to ensure students continue to receive their mandated ENL minutes.</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>At PS 21 we aim to ensure their is inclusion for all. Our staff provides instruction to our ELLs with IEP's with scaffolds to ensure equal access is provided to the students on grade level standards. Teachers work to ensure students work towards grade level content standards using a range of instructional strategies based on the varying strengths and needs of students. Accommodations are provided during instruction and assessments to help promote equal grade level access. All instructional assessment decisions are team based. Special education staff and ENL providers and service providers engage in data analysis of student assessments to create student learning goals to ensure they achieve language and academic success through grade level content. To achieve grade level success our ELLs with IEP's are provided instruction from highly qualified teachers who support content based instruction utilizing UDL strategies addressing standards to differentiate and provide home language support for instruction for culturally diverse learners. Educational plans for ELLs with IEP's are developed to ensure there are provisions of Specially designed instruction to support reading skills and strategies for how students learn best. Appropriate accommodations are provided to help students access grade level content.</p>
<p>b. SIFE</p>	<p>N/A</p>
<p>c. Newcomer</p>	<p>Newcomers are placed in classrooms with teachers that have experience working with beginner ELLs and understand their specific language development needs. They receive both Integrated and Stand Alone ENL services from an ENL teacher. Classroom and ENL teachers incorporate ENL strategies and methods into their pedagogical practices (Total Physical Response, the use of visuals to access prior knowledge, peer tutoring, and multiple entry points to differentiate instruction). Instruction is supplemented with the aid of interactive presentations (Powerpoint, Nearpod) and students can access these presentations for review of key concepts at any time. Recorded lessons and read-alouds are also accessible via Screencastify and other screen recorders. Teachers utilize Jamboard and Padlet to allow students to share posts for comprehension checks and/or to allow students to post discussion questions. Another tool that teachers use to supports ELLs in sharing their learning is Flipgrid, a video discussion platform. All resources and/or tools for the content areas and the various units of study are to students. Examples of student accessible materials include anchor charts, checklists, rubrics, graphic organizers, linguistic frames, choice paper. Sample and/or mentor texts are also available for student reference. ELLs also have access to digital literacy programs (iReady, Imagine Learning) to support both grade level content and language development at their own pace and readiness levels. ELLs can also access whole digital libraries such as RazKids and Epic Books. Teachers regularly communicate with parents, after school programs, etc. (via Remind, ClassDojo, phone calls, etc.) to create a learning network between home and school to ensure that ELLs have access to technology, engaging with all the resources and materials available to them.</p>
<p>d. Developing</p>	<p>Developing ELLs have access to and engage with grade level content through the collaborative planning and efforts of their classroom and ENL teachers. Instruction is supplemented with the aid of interactive presentations (Powerpoint, Nearpod) and students can access these presentations for review of key concepts at any time. Recorded lessons and read-alouds are also accessible via Screencastify and other screen recorders. Teachers utilize Jamboard and Padlet to allow students to share posts for comprehension checks and/or to allow students to post discussion questions. Another tool that teachers use to supports ELLs in sharing their learning is Flipgrid, a video discussion platform. All resources and/or tools for the content areas and the various units of study are to students. Examples of student accessible materials include anchor charts, checklists, rubrics, graphic organizers, linguistic frames, choice paper. Sample and/or mentor texts are also available for student reference. ELLs also have access to digital literacy programs (iReady, Imagine Learning) to support both grade level content and language development at their own pace and readiness levels. ELLs can also access whole digital libraries such as RazKids and Epic Books. Teachers regularly communicate with parents, after school programs, etc. (via Remind, ClassDojo, phone calls, etc.) to create a learning network between home and school to ensure that ELLs have access to technology, engaging with all the resources and materials available to them.</p>

e. Long Term	<p>Long term ELLs receive academic and language support from an AIS and ENL teacher. They are also referred for professional evaluation for possible language processing deficits. Our current long-term ELLs are students who receive Special Education services. Our ENL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs. Instruction is supplemented with the aid of interactive presentations (Powerpoint, Nearpod) and students can access these presentations for review of key concepts at any time. Recorded lessons and read alouds are also accessible via Screencastify and other screen recorders. Teachers utilize Jamboard and Padlet to allow students to share posts for comprehension checks and/or to allow students to post discussion questions. Another tool that teachers use to supports ELLs in sharing their learning is Flipgrid, a video discussion platform. All resources and/or tools for the content areas and the various units of study are to students. Examples of student accessible materials include anchor charts, checklists, rubrics, graphic organizers, linguistic frames, choice paper. Sample and/or mentor texts are also available for student reference. ELLs also have access to digital literacy programs (iReady, Imagine Learning) to support both grade level content and language development at their own pace and readiness levels. ELLs can also access whole digital libraries such as RazKids and Epic Books. Teachers regularly communicate with parents, after school programs, etc. (via Remind, ClassDojo, phone calls, etc.) to create a learning network between home and school to ensure that ELLs have access to technology, engaging with all the resources and materials available to them.</p>
f. Former ELLs up to two years after exiting ELL status	<p>Former ELLs are provided transitional language support within the general education classroom. They receive 90 minutes of ENL instruction from an ENL teacher and/or the classroom teacher as per Alternate Pathways.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>In the Dual Language classroom, students are evaluated daily in their home language in the content areas. All ELL students are administered the NYSITELL to determine their progression level based on the results. In the Dual Language classes instruction is provided in both Mandarin and English Language paraprofessionals are assigned to our ELLs with IEP's to support their language of service to ensure they have access to the general education curriculum after being evaluated in their home language. The paraprofessional helps to evaluate the students language acquisition and home language progress. In our ENL program, home language is supported based on students needs. We have 3 ENL providers who are bilingual and classroom teachers and paraprofessionals who are also bilingual to support assessing our students in their home language development. Our staff members can provide supports and assessments in the home languages of Chinese, Spanish and Korean. ELLs are assessed in their development of language skills through the use of screeners and Benchmark assessments throughout the school year. The screener is given three times a year, i-READY and Running Records are given four times a year to assess student language. ELLs are assessed through Individual learning paths from i-READY and Imagine Learning. NY State Math and Science summative assessments are provided to students in home languages to evaluate progress within these two content areas.</p>
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	<p>n/a</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>With our large number of ELLs all teachers are considered teachers of ELL’s. Our staff is provided with on-going professional development throughout the school year. Professional development opportunities support best practices, necessary scaffolds needed to engage and improve student academic achievement, and adhering to Next Generation Standards. Professional development is offered to staff for social emotional learning, early literacy expectations, supporting students in writing and supporting oral language development within the classroom setting. Our ILT provides on-going professional development to staff to support special populations in utilizing Blended Learning Models. Our Case Team and CRSE Team provide professional development to staff to ensure we are meeting the social emotional and cultural needs of our ELLs. Our staff continues to focus on learning to use iReady data results to drive instruction and to meet the needs of ELLs through targeted instruction. ENL staff members meet with grade level teams weekly to engage in conversations about best ways to support ELLs in the classroom. ENL providers work with grade levels to ensure unit plans reflect necessary skills and strategies are provided to ensure ELLs make academic progress. The ENL providers and teachers meet to design co-teaching lessons to deliver rigorous instruction that is aligned to the 3L’s approach. We continue to provide professional learning opportunities for our staff to engage in interactive professional development in support of our MTSS system, providing students with RTI/AIS intervention services. Our staff has opportunities to engage in professional development through the district initiatives and PL to support ENL instruction in the classroom and through the use of authentic tasks to engage students in real-world applications to support language and comprehension skills. Our school provides on-going professional development opportunities to staff through office hours presented topics both before and after school. Our staff has opportunities to engage in on-going self-paced professional development through LinkSpring provided through Ed Teq.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Staff development is offered to all teachers and administrators to specifically address the needs of our ELLs to meet the minimum mandate of the required professional development hours for all teachers prescribed by CR part 80. We dedicate professional learning to support language acquisition, co-teaching strategies, integrating UDL principles/strategies into content based instruction and SEL learning. As a school we meet during Monday professional learning time to engage in differentiated professional development to address the needs of our ELLs. We focus on 3L’s work supporting the strategies for ELLs from the work of Maryann Cucchiara, understanding the Priority Standards to improve planning and practice, focusing in on Blended Learning Models, creating authentic learning tasks and utilizing scaffolds to improve students writing in all content areas. Our Bilingual teachers, Assistant Principal and ENL coordinator attend district level professional development to support curriculum development.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>In creating strong family relationships with our ELL families, we are committed to ensuring we provide a warm and welcoming environment. Our families are welcome in our school and classrooms. Our classroom teachers are in contact with parents continually throughout the school year. Our ENL providers hold meetings/phone conferences with families to discuss student progress in the English language and proficiency levels. Once a month, the parent coordinator invites families to workshops that are based on the needs and preferences of the families in our school community. A classroom and an ENL teacher from each grade host Read Aloud Tuesday once a month. Parents and students are invited to attend the event to listen to a read aloud, by the teachers, and learn higher order thinking questions to use with their child at home. During this time parents and students and teachers collaboratively work on a culminating activity based on the book read aloud. The books used are chosen specifically to meet the social and emotional needs as well as celebrating the cultural diversity of our students. Each child receives a copy of the book and a bookmark that contains higher order questions to use after reading. Another way we foster empowerment for our families is to celebrate, appreciate, and acknowledge the many cultures that make up our school by bringing our families together during Multicultural Night. Families, along with staff, are invited to attend and share their cultural backgrounds through workshops of songs, dances, crafts, poetry/read alouds and foods. Families and staff dress up in traditional clothing and display a part of their culture and heritage.</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>Parents of our ELLs are invited to attend workshops several times a year. These workshops are designed to inform parents of ENL progression levels and types of services and supports that are available to meet the needs of their children. The workshops include best practices to support at home language acquisition. Parents are provided with supports within their home language via call, emails and access to school documents. Individual parent meetings are scheduled with families twice a year with ENL providers to engage in conversation and to share student ENL progress results such as language development strengths and areas of focus and how they can support their child at home. At the beginning of the school year the ENL providers reach-out to families to discuss ENL goals for the upcoming school year. Our bilingual staff provides translation support during these meetings. The parent coordinator sends home parent surveys to inquire about parents' preferred languages to receive school information and to collect information about parents' needs to help with supporting their children academically and socially emotionally. The parent coordinator shares information about upcoming events such as monthly parent meetings, coffee with the principal. The parent coordinator helps to set appointments during the parent engagement time for parents to meet with teachers ensuring their is language translation if necessary Our ENL coordinator keeps track of ELL students information through a shared digital spreadsheet. The students information includes NYSESLAT proficiency levels for the past three year, Classroom assignments, and Special Education information. Student reading levels, state test scores. Parent information is also available through the spreadsheet- Home Language Preference, Parent/Guardian information, Parent meeting dates and information shared about the students.</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>No additional information at this time.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>We aim to make our newly enrolled students feel welcomed and comfortable in our school. Our pupil accounting secretary, ENL Coordinator or TESOL-licensed teachers and parent coordinator meet and welcome the students upon arrival. During the completion of the HLIS and interview process, we try to build a connection with our new students. Whenever possible, during NYSITELL/Spanish Lab administration, students are introduced to pedagogues that speak the same home language. We also try to place students in a class with language buddies who speak the same home language. In May or June, we have kindergarten orientation for students and families, to welcome them to our school. At that time, the administrative team, ENL teachers, guidance counselors provide families with important information. Translators are available to assist our parents. Home language books and bilingual glossaries are available to our students to read and use when needed.</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 identification team consists of licensed, TESOL certified, pedagogues such as the ENL coordinator and ENL teachers . We have two ENL teachers with a home language of Chinese and Spanish who complete the intake process if translation is required. If needed, the translation hotline is also utilized to support our families. Each member of the team is scheduled for a specific day for intake. Upon arrival parents are asked what language they would prefer to complete the HLIS and whether they need translation. The routine for intake is used throughout the year. Once it is determined that the child was not in a NYS school within past 2 years, the parent is given assistance in reviewing each question to complete the HLIS. If the home language is anything other than English, the student is given an in depth interview using the sample questions provided by the NYSED CR154 for ELL identification process. At this time NYSITELL administration is determined.</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
Jennie	Cheng	Parent Coordinator	2022	Yes	Jennie Cheng

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
ARABIC	5	0.46%	5	0.46%
BENGALI	3	0.28%	3	0.28%
CHINESE ANY	366	33.8%	192	17.78%
CANTONESE	0	0	3	0.28%
DARI/FARSI/PERSIAN	3	0.28%	3	0.28%
KOREAN	49	4.52%	54	5
MANDARIN	3	0.28%	175	16.2%
MALAYALAM	1	0.09%	1	0.09
ENGLISH	438	40.44%	420	38.89%
PASHTO (A.K.A. PUSHTO)	7	0.65%	8	0.74%
PUNJABI (A.K.A. PANJABI)	2	0.18%	2	0.19%
SPANISH	201	18.56%	207	19.17%
URDU	4	0.37%	6	0.56%
UKRANIAN	1	0.09%	1	0.09%

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
SPANISH	7	7
MANDARIN	4	7
URDU	0	1
KOREAN	3	7
PASHTO	1	0

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>At PS 21 we continue to support our families and take pride in ensuring all communication and school events provide access as their home language preferences are honored. At the time of Enrollment the Home Language is determined by a licensed pedagogue. The parent completes the Home language Identification Survey in their preferred language. Translation services are available and provided by a bi-lingual staff member/use of the DOE translation services and an alternative to ensure we provide high-quality translation services. An interview is conducted with parents to discuss how they would like to receive any school notifications this is noted on ATS as well as communicated to classroom teachers. Home language identification is provided to classroom teachers and other school staff to ensure they provide high-quality translation services to the parents of their students. Knowing the preferred home language teachers will ensure students program cards and emergency contact cards have an attached preferred language sample for parents to provide updated student information. Our parent coordinator utilizes the Home Language preferences report to send interest surveys to families. The parent coordinator runs a Parent Advisory Committee and a monthly Coffee with the Principle to discuss families interests and ideas regarding school-related matters. Workshops are offered to families in their preferred language in through translations.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Opening Day	September, once a year	We utilize our bilingual staff to and/or translation services
Promotion in Doubt	January, once a year	The letter is automatically translated through ATS
Promotion	June, once a year	The letter is automatically translated through ATS
Principal Chat Flyers	Once a month	We utilize our bilingual staff to and/or translation services
Title III Events	At the beginning and ending of the program	Translation unit and/or school staff
Multicultural Night Correspondence	Once a year	School staff is enlisted to translate letters

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent-teacher conferences	two times per year	We invite volunteers to provide oral interpretation services through outreach to our school community enlisting parent volunteers, school aides, and paraprofessionals to serve as interpreters.
Back to School Night	one time per year	We invite volunteers to provide oral interpretation services through outreach to our school community enlisting parent volunteers, school aides, and paraprofessionals to serve as interpreters.
iReady Parent Workshop	one time per year	We invite volunteers to provide oral interpretation services through outreach to our school community enlisting parent volunteers, school aides, and paraprofessionals to serve as interpreters. There is translation provided based on the need expressed by parents & guardians before the presentation.
Attendance Parent Workshop	one time per year	We invite volunteers to provide oral interpretation services through outreach to our school community enlisting parent volunteers, school aides, and paraprofessionals to serve as interpreters. There is translation provided based on the need expressed by parents & guardians before the presentation.

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..)	In the event of a school-wide emergency, parents will be reached by communication through translated emails, "Remind" system, and robo-calls which are translated.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	For student-specific events, we will enlist staff that can speak the language or call the translation line for contacting the student's family.
(C) If a parent has an emergency and needs to contact the school.	The office staff is trained to support parents who have an emergency. If a parent calls in with an emergency, every effort is made to identify the language that is needed and to have a staff member provide support. In addition, parents/families can text the Parent Coordinator in the native language and the Parent Coordinator will receive a translated version of the text.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>During the opening day Faculty conference training will be provided by the Pupil Accounting Secretary, Parent Coordinator and the ENL Coordinator. They will discuss ATS reports, home language surveys and distribute and review the Language Access Handbook. All staff will be provided with sample documents with attached translations. Staff will receive contact information for the phone translation services and have access to school personnel who can support translations for parents preferred languages. All documents will be provided to staff in-person and sent via email. All documents will be available on our School Dashboard. It is necessary that our staff understand and are aware of the Chancellors Regulation A-663. During our back to school orientation with staff the information is disseminated and discussed. Staff will be aware of how the registration process is conducted to determine the home language of families preferred language. Parents have rights to have all school documents provided in their preferred language to ensure they know and understand the academic policies for schools and how to support their children's education.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>It is our priority to ensure that all limited-English Proficient parents are aware that they have a right to receive information in their preferred language. Our parent coordinator utilizes the Home Language preferences report to send interest surveys to families. The parent coordinator sets runs a Parent Advisory Committee and a monthly Coffee with the Principle to discuss families interests and ideas regarding school-related matters. Workshops for parents of ELLs for networking opportunities. At our Back to School Night and During Parent Engagement time, Families are provided with Copies of the the Parent's guide to Language Access. Parents are provided opportunity to engage in parent chats and workshops that are translated. These events help inform and all parents included limited-English Proficient parents aware of academic programs/curriculum and extra.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>In order to gather feedback from limited-English-proficient parents, in the parents language, on the services they receive, we will administer the Language Access Parent Survey twice a year-- once in the winter and in the spring.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>We will utilize the feedback from the survey to inform and support any areas that need improvement within the survey.</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 21 Edward Hart School
DBN:	25Q021
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	20
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	0
# of content area teachers:	1

Describe the direct instruction supplemental program here and include the <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>Through our partnership with Queens Theatre English Language Learners Program (QTELL) which encourages our students to take risks and builds their confidence as well as develop their English vocabulary, we aim to foster and develop their oral language skills. We will also include an after school enrichment program to with multiple activity choices to support our ELLs.</p>
Rationale	ELLs need to develop both receptive and expressive oral language skills in English.
Subgroups and grade levels of students to be served	Subgroups and grade levels to be served: Grades 1 & 2 English language learners (transitioning proficiency level) are invited to afterschool.
Schedule and duration	Schedule and duration: November 2022 to January 2023 twice a week (16 sessions), Tuesdays and Thursday afternoons. 2:20 pm - 3:30 pm
Language of instruction	Language of instruction: The language of instruction is English. The program focuses on language acquisition, building confidence and improving story writing skill
Number and types of certified teachers	Number and types of certified teachers: 1 ENL certified teacher
Types of materials	Types of materials: Chart paper, writing paper, markers, story book
Include any additional details here:	An academic After school ELL program will be available to support students who continue to not make progress through proficiency levels, students who are at-risk for becoming Long-Term ELLs and a focus on ELLs with IEP's. The program will focus on specific study skills, language development and compliment our school curriculum. We will focus on Project Based Learning activities to support authentic learning allowing student opportunities to gain language, SEL and cultural support.
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,1,2

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>The professional development program that will take place for the Title III Program will focus on the ENL teachers servicing students working along side Common Branch teachers to plan for differentiated instruction using their data, co-planning, and different co-teaching models with the purpose of providing high quality instruction that is accessible to ENL students.</p>
<p>Rationale</p>	<p>Rationale: The professional development for teachers will be to support student learning by developing teacher practices through the use of co-teaching strategies</p>
<p>Teachers to receive training</p>	<p>Six Teachers to receive training: Common Branch and ENL teachers servicing students in grades K-5</p>
<p>Schedule and duration</p>	<p>Schedule and duration: Teachers will meet, bi-monthly on Monday afternoons 2:20 to 2:50 from November 2022 to February 2023 with their colleagues to discuss and share strategies for effectively designing engaging activities for students.</p>
<p>Topics to be covered</p>	<p>Study of co-teaching through the text: Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection 1st Edition by Andrea Honigsfeld</p> <ol style="list-style-type: none"> 1. Co-teaching models and how they support effective instruction 2. Effective co-planning 3. Emphasizing the critical relationship between speaking and listening and literacy development 4. Encouraging language and metalinguistic awareness through co-planning 5. Grouping students in flexible partnerships (small and large groups, including whole-class groups)
<p>Name of provider</p>	<p>Carol Wertheimer, ELI</p>
<p>Include any additional details here:</p>	<p>NA</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Parents, teachers, and other school staff are partners in educating our students. It is our goal to involve parents as active participants in their child's education. Parents will be invited with their child/children, once a month on Tuesday afternoons during parent engagement, October 2022 to January 2023, for "Read Aloud Tuesday". During these meetings, classroom teachers along with ENL teachers will do a read-aloud, model asking open-ended questions and complete an activity based on the book read. Parents will receive invitations through Google Classroom, Remind and email in their home language, as well as English. Schedule and duration: Once a month, 2:20 PM - 3:00 PM. Parent Engagement- Topics to be covered: Each grade will have a specific book read to them, recommended by Teacher's College Culturally Responsive Curriculum that focuses on diversity and acceptance. Name of Provider: ENL and classroom teachers STEAM Parent Engagements: February 2023 - May 2023 - Parents will be invited with their child/children, once a month on Tuesday afternoons from 2:20 PM - 3:00 PM to engage in hands-on STEAM activities. During these meetings, STEAM teachers along with ENL teachers will lead STEAM-related activities. Name of Provider: ENL and STEAM teachers Parents will be notified by the classroom teachers and direct invitations. At the end of the QTELL cycle families will be able to see the culmination of the program during a share session. The final session will also be recorded and shared via Google classroom for families unable to attend it "live". Parents will be notified and invited to this performance in advance through letters and Google classroom in English as well as in their home language. All invitations, permissions slips and attendance will be kept in Google Drive Folder with the ENL Coordinator. Once a month parents will be invited and encouraged to read books, share stories or present artifacts based on their culture, with their child's class. The objective is to continue to bring awareness and acceptance to cultural diversity.</p>
<p>Rationale</p>	<p>Parents, teachers, and other school staff are partners in educating our students. It is our goal to involve parents as active participants in their child's education. Parents will be invited with their child/children, once a month on Tuesday afternoons during parent engagement, October 2022 to January 2023, for "Read Aloud Tuesday". During these meetings, classroom teachers along with ENL teachers will do a read-aloud, model asking open-ended questions and complete an activity based on the book read. Parents will receive invitations through Google Classroom, Remind and email in their home language, as well as English.</p>
<p>Schedule and duration</p>	<p>Schedule and duration: Once a month, 2:20 PM - 3:00 PM.</p>
<p>Topics to be covered</p>	<p>Topics to be covered: Each grade will have a specific book read to them, recommended by Teacher's College Culturally Responsive Curriculum that focuses on diversity and acceptance. Name of Provider: ENL and classroom teachers</p>
<p>Name of provider</p>	<p>Q-Tell</p>
<p>How parents will be notified of these activities</p>	<p>At the end of the QTELL cycle families will be able to see the culmination of the program during a share session. The final session will also be recorded and shared via Google classroom for families unable to attend it "live". Parents will be notified and invited to this performance in advance through letters and Google classroom in English as well as in their home language. All invitations, permissions slips and attendance will be kept in Google Drive Folder with the ENL Coordinator. Once a month parents will be invited and encouraged to read books, share stories or present artifacts based on their culture, with their child's class. The objective is to continue to bring awareness and acceptance to cultural diversity.</p>
<p>Include any additional details here:</p>	<p>NA</p>

PART E: BUDGET

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

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

Allocation Amount (\$):	Not required to complete
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	Schoolwide SWP
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Part 2: All Title I Schools

<p>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.</p>	<p>With our growing population of MLLs and ELLs we plan our professional development to support all school staff on how to best meet the needs of this special population. The Instructional Leadership Equity Team Professional development is offered to our staff to support best practices in vocabulary and adhering to focusing on the Priority Standards with a focus on Strengthening Core Instruction Our staff professional development is offered to all teachers and administrators that specifically addresses the needs for ELLs. Our ENL staff and classroom teachers will continue to engage in cycles of learning dedicated to language acquisition, supporting academic vocabulary and discussion techniques in alignment with content area instruction. Teachers focus on ENL and Co-teaching integrating content into instruction to best meet the needs of our ELLs. All of our professional learning opportunities provided with content area training continue to focus on special populations. Such as ELLs and ELLs with IEP's. Our ENL staff and administrators meet monthly to support planning and engaging in Inquiry based practices to support our ELLs. All of our professional learning opportunities provided with content area training continue to focus on special populations. Such as ELLs and ELLs with IEP's.</p>
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Part 4: Schoolwide Program (SWP)

<p>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.).</p>	<p>Shared/joint professional development and collaboration between pre-k teachers and elementary school teachers. Parents are invited to visit classrooms to support in activities. The Building Blocks curriculum aligns with the Bank Street math professional learning K-2 teachers have participated in.</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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