

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	30Q127
School Name	P.S. 127 Aerospace Science Magnet School
Principal	Evita Sanabria

## 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:	P.S./I.S. 127Q Aerospace and Science Academy
District Borough Number (DBN):	30Q127
Grades Served:	3K, PK, K, 01, 02, 03, 04, 05, 06, 07 and 08
School Address:	98-01 25th Avenue East Elmhurst, NY 11369
Phone Number:	718-446-4700
Fax:	718-397-7645
School Contact Person:	Eva Delgado Sanabria
School Contact Person Email Address:	edelgadosanabria@schools.nyc.gov
Principal:	Eva Delgado Sanabria
United Federation of Teachers (UFT) Chapter Leader:	Brett Sillman
Parents' Association President:	Ana Ramirez

SLT Chairperson:	Stephanie Betts
Title I Parent Advisory Council Chairperson (PAC):	Ana Ramirez and Ana Campos
Student Representative(s) Middle /High School:	Sama Osman
Student Representative(s) Middle /High School:	Santiago Bentacourt
Community Based Organization (CBO) Representative:	Qiana Levine
School-Based Students in Temporary Housing (STH) Liaison:	Monae Brooks

## District Information

Geographic District:	30
Superintendent:	Dr. Philip Composto
Superintendent's Office Address:	28-11 Queens Plaza North, Queens NY 11101
Superintendent's Email Address:	pcompos@schools.nyc.gov
Phone Number:	718-446-4700
Fax:	718- 397-7645

## 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	
Eva Delgado Sanabria	Principal or Designee*		
Brett Sillman	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Ana Ramirez	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Narcissa Villagra	District Council 37 (DC 37) Representative (staff), if applicable		
Guadalupe Hernandez	Title I Parent Advisory Council Chairperson (or alternate)		
Sama Osman	Student Representative (Required for middle and high schools)		
Santiago Betancourt	Student Representative (Required for middle and high schools)		
Qiana Levine	CBO Representative, if applicable		
Nataly Martinez	Member/SLT President/Teacher		
Brian Smith	Member/SLT VicePresident/Teacher		
Gabriel Cotto	Member/SLT Secretary/Teacher		
Rita Frederique	Member/Parent		
	Member /Parent		
Erinson Gonzales	Member/Parent		
Mariah Pizzaro	Parent		
Kauthur Taylor	Parent		
Alice Machado-Chee	Parent		
Thomas Caamano	School Business Manager		

## **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
Laura Hulsaver	Special Education Teacher	
Sherlyn Gomez	Social Worker	
Tricia Donnelly	Early Childhood Instructional Coach	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school’s mission statement:	Mission Statement At P.S./I.S. 127 we will work collaboratively to promote the social and emotional growth of all students and cultivate self-motivated lifelong learners who are college and career ready. Through the implementation of the Next Generation Standards, all staff members will support students in becoming independent critical thinkers by embedding Advanced Literacy Skills across all content areas of instruction.
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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.	<p>P.S./I.S. 127Q Aerospace and Science Academy, is a 3K - 8 community school located in East Elmhurst, New York. It serves a diverse student population with more than sixteen different languages spoken. Since 2010, PS/IS 127Q has been a school in Good Standing with the New York State Education Department from its previous classification of a School in Need of Improvement (SINI). The school continues to offer parents of English Language Learners (ELLs) the opportunity of two program choices; Spanish Dual Language and English as a New Language. The Spanish Dual Language program is in grade PK through-8th. The students in the Dual Language Program have the unique opportunity to become bilingual, bi-literate, and achieve high levels of academic success in both languages. We continue to implement various social-emotional programs to meet the needs of our 3Kindergarten to eighth grade students. For example: Mindfulness, Brain Power, Restorative Circles, Yale Ruler, New York City Department of Education School Mental Health, Advisory for students in grades 6-8, and Stanford Harmony in grades K-5. Our Character Education Assemblies focuses on the school’s H.E.A.R.T. core values (honesty, enthusiasm, achievement, respect, and tolerance). These assemblies are done monthly according to the different grade bands. Our Content Area instructional programs are differentiated to meet the individual needs of all learners, while incorporating the New York State Next Generation Learning Standards. We utilize the following core curriculum programs in grades Kindergarten to eighth: Into Reading/Literature, enVision Mathematics, Passport to Social Students, and Amplify Science. Our school offers a number of extracurricular and enrichment opportunities such as an award-winning chorus, Drama (LEAP Program), Flamenco Vivo Carlota Santana Grant (specifically for ENLs and SWD) , Jazz at the Lincoln Center, Title III After School, Science Enrichment, Test Sophistication, College Access for All, Specialized High School Test Prep Program for grade 7th and 8th students, and D-30 NYC Kids Rise Save for College Program. In addition, we offer two city sponsored After School Programs; New York Junior Tennis League for students in grades K-5 and Arts and Literacy program for students in grades 6-8. P.S./I.S. 127Q supports and encourages learning for all members of our school community. Our Parent Coordinator works with various outside organizations to provide workshops such as Mental Health and Wellness, District 30 Family Wellness, Cornell University nutrition extension workshops, Immigration, East Elmhurst Library, HANAC Program on Healthy Homes . Our school also works with community based organizations such as Elmcor to provide instructional as well as social-emotional support for parents and students. We provide monthly Coffee with the Principal meetings to continue providing parents with clear communication and updates.. The Guidance Counselors provide parent workshops to address the chronic absenteeism, in order to reduce the number of students who are chronically absent. Our School Leadership Team (SLT) works to strengthen our family-community through bridging school and community. For years they collaborated to have a November-Fest. The SLT also provides an opportunity for parents and school community to have meaningful discussions regarding school procedures and operations.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-6	Into Reading /Arriba la Lectura	Modified to align to the K-6 NYS Next Generation Learning Standards
ELA	7-8	Into Literature	Modified to align to the Middle School NYS Next Generation Learning Standards
MATH	K-8	enVisions Math	Modified to align to the NYS Next Generation Learning Standards
SCIENCE	K-8	Scale Science/Living Environment 6-8	Modified to align to the New York Next Generation Science Standards
Social Studies	K-8	Passport to Social Studies & Civics for All	Modified to align to the NYC SCOPE AND SEQUENCE

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

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

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

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

### AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

#### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Students	50% of All Students were proficient in the 2022 NYS ELA Assessment	Teachers do not use curriculum components is not used with fidelity. Teachers do not use of curriculum resources to differentiate instruction and do not provide explicit instruction with alignment to the priority learning standards.
Students With Disabilities	1.3% of Students with disabilities were proficient in the 2022 NYS ELA Assessment	Teachers do not use curriculum components is not used with fidelity. Teachers do not use of curriculum resources to differentiate instruction and do not provide explicit instruction with alignment to the students' annual IEP goal.
English Language Learners	12% of English Language Learners were proficient in the 2022 NYS ELA Assessment	Teacher use of curriculum components is not used with fidelity. Teacher use of curriculum resources must be used to differentiate instruction and provide explicit instruction. Identify first language schema and provide supports based on student language proficiency levels.

**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	50	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 50 to 60, as measured by NYS ELA Exam Results.
Students with Disabilities	1.3	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 10%, from 1.3 to 10.3, as measured by NYS ELA Exam Results.
English Language Learners	12	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 10%, from 12 to 22, as measured by NYS ELA Exam Results.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady ELA Diagnostic Assessment	Percentage of Students Overall Placement	14% of our students performed on grade or above grade level on the Fall 2022 iReady ELA Diagnostic exam.	Students will increase 1% from 14% to 15% on the Fall iReady ELA Diagnostic exam.	Students will increase 10% from 15% to 25% on the Winter iReady ELA Diagnostic exam.	Students will increase 10% from 25% to 35% on the Spring iReady ELA Diagnostic exam.
iReady ELA Diagnostic Assessment	Percentage of Students Achieving Proficiency (Tier 1)	1% of our students performed on grade or above grade level on the Fall iReady ELA Diagnostic exam.	Students with disabilities will increase 1% from 1% to 2% on the Fall iReady ELA Diagnostic exam.	Students with disabilities will increase 10% from 2% to 12% on the Winter iReady ELA Diagnostic exam.	Students with disabilities will increase 10% from 12% to 22% on the Spring iReady ELA Diagnostic exam.
iReady ELA Diagnostic Assessment	Percentage of Students Achieving Proficiency (Tier 1)	4% of our students performed on grade or above grade level on the Fall iReady ELA Diagnostic exam.	English Language Learners will increase 1% from 4% to 5% on the Fall iReady ELA Diagnostic exam.	English Language Learners will increase 10% from 5% to 15% on the Winter iReady ELA Diagnostic exam.	English Language Learners will increase 10% from 15% to 25% on the Spring iReady ELA Diagnostic exam.

**Action Planning - August to January**

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



Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	09/16/2022	Teachers will receive professional development on identifying the ELA Priority Learning Standards, and culturally responsible practices. Teachers will work in Grade Band Cohorts to create lesson plans and strategies to teach skills needed for students to reach proficiency.
09/19/2022	09/30/2022	We will begin to strengthen our Core instruction through the Instructional Leadership Team refining the Instructional Focus and aligning it to our Mission and Vision. The Professional Learning Committee will continue to support Grade Band Cohorts with strategies to teach skills needed for students to reach proficiency. Teachers teams will collaborate to customize curriculum to support academic and content based . Teachers will work with engaging texts that feature big ideas and rich concepts Teachers will build students conversational and academic language and knowledge through rich discussions using strategies identified during classroom inter visitations and observations
10/03/2022	10/31/2022	We will continue strengthening Core instruction through the Instructional Leadership Team unpacking the Instructional Focus and creating learning targets and objectives to achieve the Mission and Vision. Preparation and Administration for Schoolwide Fall Diagnostic Assessment begins. Review of Progress Monitoring Cycle, Inquiry and Planning will begin
11/01/2022	11/30/2022	Teachers teams including Administration will collaborate during inquiry to analyze Assessment data results. Teachers will form small groups and plan targeted instruction based on the results and the Learning Priority standards. Teachers will deliver targeted small group instruction to students. Teachers will meet for inquiry to analyze students progress and continue planning differentiated targeted instruction.
12/01/2022	01/03/2023	Administration will conduct schoolwide walkthroughs and visit Common Planning Meetings to provide specific feedback on teacher practice, student engagement and student support. Title 3 ELA After school program in ELA begins. After school program in ELA will begin for General Education students needing additional support

#### **Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/04/2023	01/31/2023	Administration will continue to conduct schoolwide walkthroughs and visit Common Planning Meetings to provide specific feedback on teacher practice, student engagement and student support. Review of Title 3 ELA After school program Assessments. After school program in ELA will begin for General Education students General Education students are based on proficiency levels.
02/01/2023	03/01/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards
03/02/2023	03/31/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will continue to deliver whole group and small group instruction for students
04/03/2023	04/28/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will deliver whole group and small group instruction for students
05/01/2023	05/31/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will continue to deliver whole group and small group instruction for students and regroup as needed
06/01/2023	06/28/2023	Administration and teachers will conduct final assessments and observation data to determine those students who are need of Summer Instruction. Teacher teams will note and archive data information for new school year. Students not attending Summer School will receive materials to support closing the academic gaps that remain and or Enrichment for students who met proficiency

#### **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)
08/29/2022	12/23/2022	To initiate Parent involvement and their awareness of student achievement we will Initiate Parent Workshops, Teacher/Parent Engagement Log Review , Parent Teacher Conference Discussion Follow ups by Administration, Administration Listen and Learn with Parents, Shared Do Jo and Google Classroom Communication Platform, Parents as Partners	n/a
01/03/2023	06/28/2023	To facilitate Parent involvement and their awareness of student achievement we will engage in the Continuation of Parent Workshops, Teacher/Parent Engagement Log Review , Parent Teacher Conference Discussion Follow ups by Administration, Administration Listen and Learn with Parents, Shared Do Jo and Google Classroom Communication Platform, Parents as Partners; Activities and Workshops will be added as needed based on SLT Meeting Feedback, Parent Survey Review and Ongoing Parent-Teacher Discussion	n/a

Human Resources	ELA Content Leader Team comprised of the ELA Lead Teachers, Curriculum Professional Learning Representatives, Instructional Coaches, Model Teachers
Instructional Resources	New ELA Curriculum HMH Into Reading K-6, Into Literature 6-8, Heggerty K-1, Amira K-2, Foundations K-3, F & PK-3
Schedule Adjustments	Program Schedules are adjusted to include Common Planning Periods, and Implementation/Progress Monitoring
Other Resources Needed	Supplemental Material Resources as Needed throughout implementation

## **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH**

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Student	51%of Students were Proficient in the 2022 NYS Math Assessment	Some teachers do not use of curriculum components with fidelity. Some teachers use of curriculum resources to differentiate instruction and provide explicit instruction.
Students with Disabilities	3% of students were proficient in the 2022 NYS Math Assessment	Teacher use of curriculum components with fidelity. Teacher use of curriculum resources to differentiate instruction and provide explicit instruction with alignment to the students' annual IEP goal.
English Language Learners	13% English Language Learners were proficient in the 2022 NYS Math Assessment	Teacher use of curriculum components with fidelity. Teacher use of curriculum resources to differentiate instruction and provide explicit instruction with alignment to the students Language acquisition target goals

**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	51	By June, 2023, Elementary/Middle School Math for All Students will Increase 10%, from 51 to 66, as measured by NYS Math Exam Results,.
Students with Disabilities	3	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 10%, from 3 to 13, as measured by NYS Math Exam Results
English Language Learners	13	By June, 2023, Elementary/Middle School Math for English Language Learners will Increase 10%, from 13 to 23, as measured by NYS Math Exam Results.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
iReady Math Diagnostic Assessment	Percentage of Students Overall Placement	In the Fall Baseline Assessment of 2021, 1% of students were at proficiency level on the iReady Math Diagnostic.	Students will increase 1% from 1% to 2% in Elementary/Middle School Math	Students will increase 10% from 2% to 12% in Elementary/Middle School Math	Students will increase 10% from 12% to 22% in Elementary/Middle School Math
iReady Math Diagnostic Assessment	Percentage of Students Overall Placement	In the Fall Baseline Assessment of 2021, 6% of students in Elementary/Middle School were at proficiency level on the iReady Math Diagnostic.	Students will increase 1% from 6% to 7% in Elementary/Middle School in iReady Math	Students will increase 10% from 7% to 17% in Elementary/Middle School Math iReady Math	Students will increase 10% from 17% to 27% in Elementary/Middle School Math iReady Math
iReady Math Diagnostic Assessment	Percentage of Students Overall Placement	In the Fall Baseline Assessment of 2021, 1% of students in Elementary/Middle School were at proficiency level on the iReady Math Diagnostic.	Students will increase 1% from 1% to 2% in Elementary/Middle School in the Fall iReady Math Diagnostic	Students will increase 10% from 2% to 12% in Elementary/Middle School in the Winter iReady Math Diagnostic	Students will increase 10% from 12% to 22% in Elementary/Middle School in the Spring iReady Math Diagnostic

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	09/16/2023	Administration will continue to conduct schoolwide walkthroughs and visit Common Planning Meetings to provide specific feedback on teacher practice, student engagement and student support. Review of Title 3 Math After school program Assessments. After school program in Math will begin for General Education students General Education students are based on proficiency levels. Teachers will receive professional development on the Math Learning Standards, Math Routines and Discussion Protocols, Student Engagement, Social Emotional Learning and Culturally Responsible Practices.
09/19/2022	09/30/2022	We will begin to strengthen our Core instruction through the Instructional Leadership Team refining the Instructional Focus and aligning it to our Mission and Vision. The Professional Learning Committee will continue to support Grade Band Cohorts with strategies to teach skills needed for students to reach proficiency. Teachers teams will collaborate to customize curriculum to support academic and content based . Teachers will work with engaging texts that focus on number sense, number relationships, academic math language and rich concepts. Teachers will build students conversational, math vocabulary language and background knowledge through rich discussions using strategies identified during classroom inter visitations and observations
10/03/2022	10/31/2022	We will continue strengthening Core instruction through the Instructional Leadership Team unpacking the Instructional Focus, Schoolwide math learning domains and creating learning targets and objectives to achieve the Mission and Vision. Preparation and Administration for Schoolwide Fall Diagnostic Assessment begins. Review of Progress Monitoring Cycle, Inquiry and Planning will begin Teacher teams will collaboratively customize curriculum to include academic math vocabulary and focus on the Priority Learning doamins. Teachers and will meet for inquiry to analyze student progress and continue planning differentiated targeted instruction. Teachers will form student groups and plan targeted instruction based diagnostic results and the learning priority standards. Teachers will deliver intensive targeted small group instruction to students in person and in remote learning settings.
11/01/2022	11/30/2022	Teachers teams including Administration will collaborate during inquiry to analyze Assessment data results. Teachers will form small groups and plan targeted instruction based on the results and the Learning Priority standards. Teachers will deliver targeted small group instruction to students. Teachers will meet for inquiry to analyze students progress and continue planning differentiated targeted instruction. The Math Content Leaders Team and UFT Math Teacher Center Coach will continue supporting teachers with the work started the previous school year to support the instructional focus on developing strategies across the grades to develop student's number sense through Math Routines and Discussion Protocols.
12/01/2022	01/03/2023	Administration will conduct schoolwide walkthroughs and visit Common Planning Meetings to provide specific feedback on teacher practice, student engagement and student support. Title 3 Math After school program begins. After school program in Math will begin for General Education students needing additional support. Administration will provide teachers with feedback and support to facilitate the target goals.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/04/2023	01/31/2023	Administration will continue to conduct schoolwide walkthroughs and visit Common Planning Meetings to provide specific feedback on teacher practice, student engagement and student support. Review of Title 3 ELA After school program Assessments. After school program in ELA will begin for General Education students General Education students are based on proficiency levels. Teachers will collaborate during inquiry to analyze iReady data results. Teachers will review student groups formed in the fall and plan targeted instruction based on student's progress and the learning priority standards , number fluency
02/01/2023	03/01/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will deliver intensive targeted small group instruction to students. Teachers and administration will continue to meet for inquiry to analyze student progress and continue planning differentiated targeted instruction. Student groups will be adjusted according to student's progress on the learning priority standards.
03/02/2023	03/31/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will continue to deliver whole group and small group instruction for students
04/03/2023	04/28/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will deliver whole group and small group instruction for students Teachers will continue receiving Targeted Professional Development based on Math assessment results
05/01/2023	05/31/2023	Administration and teachers will analyze assessment and observation data to determine next steps to achieve proficiency. Teacher teams will collaborate during inquiry to analyze assessment data results. Teachers will adjust students groups formed in the Fall and plan targeted instruction based on student's progress on the Learning Priority Standards Teachers will continue to deliver whole group and small group instruction for students and regroup Based on Assessment Data
06/01/2023	06/28/2023	Teachers will conduct final assessments and observation data to determine those students who are need of Summer Instruction. Teacher teams will note and archive data information for new school year. Students not attending Summer School will receive materials to support closing the academic gaps that remain and or Enrichment for students who met proficiency

#### 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)
08/30/2022	12/22/2022	Parent Town Hall Meetings- regarding Parent Teacher Communication, Curriculum Review, Parents as Partners	n/a
01/03/2022	06/28/2023	Parent Workshops Parents as Partners . NYS Assessments	n/a

Human Resources	Math Content Leader Team comprised of the Math Lead Teachers, Curriculum Professional Learning Representatives, Instructional Coaches
Instructional Resources	Envision Curriculum K-8
Schedule Adjustments	Program Schedules are adjusted to include Common Planning Periods, and Implementation/Progress Monitoring
Other Resources Needed	Supplemental Material Resources as Needed throughout implementation

## **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)
Students	64% of students share areas of potential bullying based on the 2022 NYC School Survey.	1. Some of the time, students at the school may experience harassment, bullying or intimidation by other students. 2. Some of the time, students experience cyberbullying through social media platforms. 3. Some of the time, incidents are not reported by students and may not be addressed as needed.
Students	61% of students have the resources and opportunities to address their social, emotional and/or mental health concerns, based on the 2022 NYC School Survey.	1. Some students feel stressed out during learning. 2. Some students feel bored and/or uninterested in learning. 3. Few students are unaware of where to go for additional support for mental health.
Students	65% of students experience a strong emphasis on academic success and adhere to specific standards of achievement.	1. Few Students feel they are not challenged in their classes. 2. Few Students feel their classes make them think critically. 3. Few students feel they are not learning a lot in their classes to prepare them for the next level or grade.

**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	64	By June, 2023, practices related to Preventing Bullying will improve 5%, from 64 to 69, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.
Physical & Mental Wellness	61	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 61 to 66, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.
Equity & Student Voice	65	By June, 2023, practices related to Personal Attention & Support will improve 5%, from 65 to 70, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 2022			
NYC Student Survey	Decreased student Incidence reports as indicated in OORS	32% of the students feel bullied some of the time	Students will decrease by 5% from 32% to 27% in not feeling bullied	Students will decrease by 5% from 27% to 22% in not feeling bullied	Students will decrease by 5% from 22% to 17% in in not feeling bullied
NYC Student Survey	Decreased student Incidence reports as indicated in OORS	43% of students feel stressed out when learning	Students will decrease by 5% from 45% to 38% of students to not feel stressed during learning	Students will decrease by 5% from 38% to 33% of students to not feel stressed during learning	Students will decrease by 5% from 33% to 28% of students o not feel stressed during learning
NYC Student Survey	. Data review from a School Created Mid year survey to identify progress towards our end of year goal .	35% of students feel they have everything they need to succeed in their class	Percentage of students feeling they have what they need to be successful in class will increase from 35% to 40%	Percentage of students feeling they have what they need to be successful in class will increase from 40% to 45%	Percentage of students feeling they have what they need to be successful in class will increase from 45% to 50%

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	10/03/2022	Implementation of our Academic Intervention Support /Instruction for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Identifying specific progress monitoring cycle to identify student academic growth. Implementation of new curriculum schoolwide to support the strengthening our school wide Core Instruction. Reestablishing the Instructional Leadership Framework Team members, roles and tasks to target student's needs; , Reestablishing the Professional Learning Team members, roles and tasks to target student's needs; Parent workshops to engage parents as partners in student's ;learning
10/04/2022	11/04/2022	Assess the progress of our Academic Intervention Support/Instruction for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Assess progress monitoring targets to identify student academic growth. Perform curriculum audit to continue the support of the strengthening our school wide Core Instruction. Outline the Instructional Leadership Framework Team members' targets and the support provided to target student's needs; , Outline the Professional Learning Team members' tasks to target student's needs; Continue Parent workshops to engage parents as partners in student's ;learning
11/07/2022	01/31/2022	Continue Assessing the progress of our Academic Intervention Support/Instruction for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Continue Assessing the progress monitoring targets to identify student academic growth. Perform a deeper dive of the schoolwide curriculum to ensure fidelity and the continued support of the strengthening our school wide Core Instruction. Align as needed the Instructional Leadership Framework Team members' targets and the support provided to target student's needs; , Align as needed the Professional Learning Team members' tasks to target student's needs; Continue Parent workshops to engage parents as partners in student's ;learning

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/30/2023	Continue Assessing the progress of our Academic Intervention Support for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Continue Assessing the progress monitoring targets to identify student academic growth. Perform a deeper dive of the schoolwide curriculum to ensure fidelity and the continued support of the strengthening our school wide Core Instruction. Align as needed the Instructional Leadership Framework Team members' targets and the support provided to target student's needs; , Align as needed the Professional Learning Team members' tasks to target student's needs; Continue Parent workshops to engage parents as partners in student's ;learning
03/31/2023	04/28/2023	Continue Assessing the progress of our Academic Intervention Support for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Continue Assessing the progress monitoring targets to identify student academic growth. Perform a deeper dive of the schoolwide curriculum to ensure fidelity and the continued support of the strengthening our school wide Core Instruction. Align as needed the Instructional Leadership Framework Team members' targets and the support provided to target student's needs; , Align as needed the Professional Learning Team members' tasks to target student's needs; Continue Parent workshops to engage parents as partners in student's ;learning
05/01/2023	06/28/2023	End of year audits ..... UPDATE UPDATE UPDATE Continue Assessing the progress of our Academic Intervention Support for Grades K-2, ELL's and Special Education Students and Students target students not meeting proficiency in ELA and Math. Continue Assessing the progress monitoring targets to identify student academic growth. Perform a deeper dive of the schoolwide curriculum to ensure fidelity and the continued support of the strengthening our school wide Core Instruction. Align as needed the Instructional Leadership Framework Team members' targets and the support provided to target student's needs; , Align as needed the Professional Learning Team members' tasks to target student's needs; Continue Parent workshops to engage parents as partners in student's ;learning

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/02/2023	Guidance Counselor Parent Workshops (Monthly), Parent Coordinator Workshops, Listen and Learn Principal Meetings with Parents. Community Brunch Dates (Bi annual ), Coffee with the Principal ( Monthly ) I, Parent Engagement with Assistant Principals (by appointment/as needed) School Response to Traumatic Death: School Crisis Team Module 1 + 2 Elmcors Meetings Robin Scheduling SEL Programming, Young Debate Team - Civics For All Partnership Western Queens Practical Skills to help kids thrive Brilliant NYC Parent Meeting Creating Safer and More Inclusive Spaces for Elementary Age LGBTQIA Brilliant NYC Parent Meeting	Elmcors, Arts and Literacy program, New York Junior Tennis League
01/03/2023	06/28/2023	Guidance Counselor Parent Workshops (Monthly), Parent Coordinator Workshops, Listen and Learn Principal Meetings with Parents. Community Brunch Dates (Bi annual ), Coffee with the Principal ( Monthly ) I, Parent Engagement with Assistant Principals (by appointment/as needed) School Response to Traumatic Death: School Crisis Team Module 1 + 2 Elmcors Meetings Robin Scheduling SEL Programming, Young Debate Team - Civics For All Partnership Western Queens Practical Skills to help kids thrive Brilliant NYC Parent Meeting Creating Safer and More Inclusive Spaces for Elementary Age LGBTQIA Brilliant NYC Parent Meeting	Elmcors, Arts and Literacy program, New York Junior Tennis League Western Queens

Human Resources	Guidance Counselors, Restorative Coach, Dean, Teachers, Administration
Instructional Resources	Sanford Harmony, SEL Strategies, Ruler
Schedule Adjustments	Programming to include Advisory and Character Education curricula programs and Schoolwide Assemblies
Other Resources Needed	n/a

## **AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Students	31% of all Elementary level students & 28% of Middle School level students are chronically absent based on the Insight portal.	Consecutive absences due to student illness. Some parents are unable/unwilling to bring students to school consistently. Some students have difficulty with attendance due to extended travel time. Social Emotional needs of students that may prevent students from wanting to attend daily.
Students with disabilities	90% ytd attendance for Students with disabilities is lower than the school percentage of 92% ytd attendance, based on the Insight Portal.	Consecutive absences due to student illness. Some parents are unable/unwilling to bring students to school consistently. Some students have difficulty with attendance due to extended travel time. Social Emotional needs of students that may prevent students from wanting to attend daily.
Black Students	93% ytd attendance of Black Students is one percent higher than the school percentage of 92% ytd attendance based on the Insight Portal.	Consecutive absences due to student illness. Some parents are unable/unwilling to bring students to school consistently. Some students have difficulty with attendance due to extended travel time. Social Emotional needs of students that may prevent students from wanting to attend daily.

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



SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	92	By June, 2023, Chronic Absenteeism for All Students will Increase 3%, from 92 to 95, as measured by Insight Tool.
Students with Disabilities	90	By June, 2023, Chronic Absenteeism for Students with Disabilities will Increase 5%, from 90 to 95, as measured by Insight Tool.
Black	93	By June, 2023, Chronic Absenteeism for Black will Increase 2%, from 93 to 95, as measured by Insight Tool.

**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)
		Progress Monitor Attendance Report from Insight			
Progress Monitor Attendance Report from the Insight Report: Attendance and Chronic Absenteeism	Percentage of Students who are Chronically Absent	32% Chronic Absenteeism for All Students	Chronic Absenteeism will decrease 0.05% from 32% to 31.95%	Chronic Absenteeism will decrease 0.05% from 31.95% to 31.90%	Chronic Absenteeism will decrease 0.05% from 31.90% to 31.85%
Progress Monitor Attendance Report from the Insight Report: Attendance and Chronic Absenteeism September 2021	Percentage of Students who are Chronically Absent	20.2% Chronic Absenteeism rate for Students with Disabilities	Chronic Absenteeism will decrease 0.05% from 37% to 36.95%	Chronic Absenteeism will decrease 0.05% from 36.95% to 36.90%	Chronic Absenteeism will decrease 0.05% from 36.90% to 36.85%
Progress Monitor Attendance Report from the Insight Report: Attendance and Chronic Absenteeism September 2021	Percentage of Students who are Chronically Absent	25.7% Chronic Absenteeism rate for Black students	Chronic Absenteeism will decrease 0.05% from 42% to 41.95%	Chronic Absenteeism will decrease 0.05% from 41.95% to 41.90%	Chronic Absenteeism will decrease 0.05% from 41.90% to 41.85%

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	09/15/2022	PS/IS 127Q - School Wide Protocol for Absentee and Chronic Absentee Plan of Action includes: - Attendance PD for staff - Parent Meeting to discuss and prevent Chronically Absenteeism - Initial Attendance and Chronic Attendance Team meeting to discuss plan for students with history of poor attendance and chronic absentees based on reports from ATS and Insight tools. Review Tier Response Protocol with Team: • Tier 1: Students with Open/Active ACS Cases or the child’s family is under Court-Ordered Supervision. • Tier 2: Students with previous substantiated ACS Cases • Tier 3: Students in Foster Care Procedure: • School aides will call when students in Tier 1-3 are absent and report to Ms. Peña the results of family outreach for each absence. • School aides will receive the ATS Daily Attendance List from Dina every day by 9:30am. School aides will monitor the students found in the Tiered Response Protocol List. • Outreach to be logged in the school aide’s personal log. • If school aide finds that explanation of absences are inadequate or the school cannot reach the family, report to Ms. Peña, designee. Ms. Peña will follow-up with the Grade Band Assistant Principals, Mr. Cerillo and Grade Band School Counselor regarding outreach attempts and outcome(s) via phone or email. Next steps to be determined in a case by case basis. Above staff will keep daily logs of outreach, outcomes and follow-up. • Tiered Response Protocol and chronically absentee meetings to take place biweekly on Tuesdays at 9:30 am. Late passes protocol to ensure students arrive on time. The team is composed of: - Administration - Guidance Counselors - Pupil Accounting Secretary - Save Room Teacher - Shelter Representative - Dean - Parent Coordinator Any student who comes in after 8:05 AM will encounter the following: • 1st time late pass • 2nd time late pass/parent phone call • 3rd time late pass/parent meeting/restorative meeting session for student

09/19/2022	10/03/2022	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed on the importance of attendance School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. (Teacher shared data in Meet the Teacher and individual parent outreach meetings) - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. - Initiation of quarterly Parent meetings are held with Attendance Team members to discuss preventative measures to further assist families in ensuring children come to school on a daily basis. School supports families in establishing an attendance plan for the family. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
10/17/2022	10/31/2022	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. - Monthly attendance assemblies held with the students to promote excellent attendance - Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
11/01/2022	11/15/2022	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed on the importance of attendance - School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates. Absentee and Chronic Absentee Plan of Action includes: Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Information on students absence, tardiness, or early departures are recorded on the student’s record in ATS (I-log) Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. (Teacher shared data in Parent Teacher Conference and individual parent outreach meetings) - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance.</p>

11/16/2022	12/01/2022	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed on the importance of attendance - School Messenger: addressing the importance of attendance - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
12/02/2022	12/01/2022	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed - School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
01/03/2023	01/10/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed - School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
01/11/2023	01/17/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - During PTC, teacher speaks to parents about the importance of attendance especially with the students identified to be chronically absent. Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors - Monthly Parent Newsletter distributed - School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance “first letters” are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a “second letter” is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>

01/18/2023	01/31/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates. Refresher Staff PD on Importance of Attendance</p>
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**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/13/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
02/14/2023	02/28/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
03/01/2023	03/15/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>

03/16/2023	03/31/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates. Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. (Teacher shared data in Parent Teacher Conference and individual parent outreach meetings)</p>
04/03/2023	04/17/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
04/18/2023	04/28/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>
05/01/2023	05/15/2023	<p>PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.</p>

05/16/2023	05/31/2023	PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.
06/01/2023	06/28/2021	PS/IS 127Q Absentee and Chronic Absentee Plan of Action: - For the purposes of reporting daily attendance in STARS, teachers follow the protocols listed below: • Attendance must be taken by the 1st period teacher (including clusters). • Substitute teachers will be given a ROCL to take attendance manually and report it to the Pupil Accounting Secretary (Main Office) by 9:15 A.M. • All teachers are responsible for taking attendance throughout the day and keeping documentation - Daily Phone calls are made to parents when a student is absent by Attendance Team - Teacher reports name and class of student to Guidance Counselor when a student is absent 2 or more consecutive days or if teacher notices a pattern of absences. - Encourage attendance and its importance on a daily basis - Have a plan to collaborate with students to get make up work they have missed - Teachers keep accurate attendance logs and report any changes to Pupil Accounting Secretary - Monthly attendance assemblies held with the students to promote excellent attendance Bi weekly attendance meetings held with the attendance team and Grade Band Guidance Counselors Monthly Parent Newsletter distributed School Messenger: addressing the importance of attendance Guidance counselors provide teachers with class list and RISA of students on chronic attendance list which reflects the number of days absent and late. - Conduct parent workshops and promotional videos throughout the school year reinforcing the importance of attendance. Chronic attendance "first letters" are developed and sent out to parents informing them of days absent and late. - If chronic attendance continues, a "second letter" is generated and sent out to parents. Perfect Attendance Certificates are given at the end of every marking period to students who have achieved 100% attendance. - Students with improved attendance will also receive certificates.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	12/23/2022	PS/IS 127Q will initiate the School Wide Protocol for Absentee and Chronic Absentee Plan. - Parent Meetings for Chronically Absent Students - Attendance Posts in all school social media platforms -School Messenger on importance of Attendance on a weekly basis School Counselor Programs and Interventions: -Social Emotional Learning Parent Workshop -Events Committee Team Meeting -Mandatory Parent Town Hall Meetings for Chronic Absentees -Respect for All Presentations -Social Emotional Learning Parent Workshops -Sexual Harassment Presentations -Child Abuse Parent Workshop -October Fun Fest -Fall Fun Festival -Google Classroom Parent Workshop - Monthly SEL Parent calendars are distributed. The importance of attendance is mentioned.	NYJTL, Arts & Literacy, Elmcop for student life skills, Drug Prevention, NYC Well, Western Queens, The Child Center of NY, Attendance works
01/03/2023	06/28/2023	PS/IS 127Q will initiate the School Wide Protocol for Absentee and Chronic Absentee Plan. - Parent Meetings for Chronically Absent Students - Attendance Posts in all school social media platforms -School Messenger on importance of Attendance on a weekly basis School Counselor Programs and Interventions: -Social Emotional Learning Parent Workshop -Events Committee Team Meeting -Mandatory Parent Town Hall Meetings for Chronic Absentees -Respect for All Presentations -Social Emotional Learning Parent Workshops -Sexual Harassment Presentations -Child Abuse Parent Workshop -October Fun Fest -Fall Fun Festival -Google Classroom Parent Workshop - Monthly SEL Parent calendars are distributed. The importance of attendance is mentioned.	NYJTL, Arts & Literacy, Elmcop for student life skills, Drug Prevention, NYC Well, Western Queens, The Child Center of NY, Attendance works

<b>Human Resources</b>	School Guidance Counselors, Restorative Coach, Staff, Administration, Pupil Accounting Secretary, Attendance Teacher, School aids, and Shelter Liaisons
<b>Instructional Resources</b>	Social Emotional Curriculum: Sanford Harmony, Ruler, Mindfulness Class materials, Positive Affirmations Literature, Attendance works
<b>Schedule Adjustments</b>	The instructional program was modified to include courses to address the social emotional needs of our chronic absentee students and at risk chronic absentee students. IE: Advisory and Character Education.
<b>Other Resources Needed</b>	We need additional resources and materials to serve as incentives for student retention such as rewards/prizes, certificates, metals, etc.

## **AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

### **Priority Needs and Root Causes**

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

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

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Alignment of IEP Goals to Present Level of Performance	83% received quality IEP services based on Quality Snapshot 2021	Need to increase teacher professional level opportunities for effective development of Individualized Educational Programs, Consistent review of existing individualized Educational Programs
Increasing the students present level of performance to grade level proficiency	12% of Students with Disabilities were proficient in the 2022 NYS ELA Assessment ,an increase of 3% from the 2019 NYS ELA Assessment.9% of Students with Disabilities were proficient in the 2019 NYS Math Assessment which stayed consistent with 9% of Students with Disabilities that were proficient in the 2022 NYS Math Assessment.	Teachers need to differentiate curriculum to meet student needs based on current performance levels to close achievement goals. Students need access to rigorous practice with effective scaffolding and support
Provision of All Related Services for Students	95% of our students received recommended services based on the IEP Quality Snapshot for 2021	Increased collaboration with Special Education Teachers, Related Service Providers and School Based Support Team

**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)	83%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEP Goals to Present Level of Performance by Increase 10%, from 83% % to 65% strong alignment, as measured by IEP Review .
All Students with Disabilities (SWD)	50%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Effect of Disability Provides Rationale for IEP by Increase 3%, from 50%% to 52%, as measured by IEP Review Dashboard.
SWD who are also English Language Learners (ELL)	62.5%	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve Language in IEP reflects parent voice by Increase 3%, from 62.5%% to 65.5%, as measured by IEP Review Dashboard.

### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2021			
SEGIS Report	Alignment between annual goals and present levels of performance for ICT students	63%	64%	65%	66%
SEGIS Report	Compliance level for initials	50%	51%	52%	53%
SEGIS Report	Alignment between annual goals and present levels of performance for Self Contained students	62%	63%%	64%	65%

### 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?)
08/29/2022	09/29/2022	Monitoring mandated services are provided as per SESIS reports	Conducting Initial Weekly Meetings with the IEP Teacher, Social Worker and Assistant Principal of Special Education to create, Pacing Calendars, review SESIS updates and to formulate an accessible spreadsheet to be used as a guide to monitor provision of services
09/30/2022	10/28/2022	Paraprofessional Training	Conducting Initial Weekly Meetings with the IEP Teacher, and Assistant Principal of Special Education to provide SESIS training and support to ensure the provision of effective services as mandated on Student's IEP ; Implementation of Monthly Paraprofessional Learning Series
10/31/2022	12/23/2022	Develop appropriate goals	Conducting Initial Professional development meetings with the IEP Teacher, Assistant Principal of Special Education and Special Education Providers to provide training and support to ensure the IEP Goals are aligned to the Next Generation Learning Standards and to support the acquisition of skills towards academic proficiency, to ensure program and service recommendations are appropriate for each student and provide access to the student's learning entry points.
01/02/2023	01/31/2023	Progress Monitor i instruction , assessment outcomes and class engagement	Conducting weekly common planning Meetings with the IEP Teacher, and Assistant Principal of Special Education to review and ensure the IEP Goals are aligned to the Next Generation Learning Standards and to support the acquisition of skills towards academic proficiency, to ensure program and service recommendations are appropriate for each student and provide access to the student's learning entry points.
02/01/2023	03/31/2023	Progress Monitor i instruction , assessment outcomes and class engagement	Conducting weekly common planning Meetings with the IEP Teacher, and Assistant Principal of Special Education to review and ensure the IEP Goals are aligned to the Next Generation Learning Standards and to support the acquisition of skills towards academic proficiency, to ensure program and service recommendations are appropriate for each student and provide access to the student's learning entry points.
04/03/2023	05/31/2023	Progress Monitor i instruction , assessment outcomes and class engagement	Conducting weekly common planning Meetings with the IEP Teacher, and Assistant Principal of Special Education to review and ensure the IEP Goals are aligned to the Next Generation Learning Standards and to support the acquisition of skills towards academic proficiency, to ensure program and service recommendations are appropriate for each student and provide access to the student's learning entry points.
06/01/2023	06/28/2023	Student Services- transition into new school year	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]Conduct IEP meetings within specified compliance dates ,Monitor referrals to Special Education to ensure appropriate referrals only Review of year end referrals

#### **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)
08/31/2022	12/23/2022	Google Classroom 101 –Helping Parents set up their child Google Classroom. Google Classroom 2nd Parent Workshop Pre-K& Kindergarten Orientation /Parent Resource Fair Korea Taekwondo NYC Kids Rise- Save for college Program Chronic Absenteeism-Parent Town Hall Social Emotional Learning Workshop Coffee with the Principal-Update on School & Safety Protocols- Tips on Parent Teacher Conference/Attendance Students Love the Park Clean UP Welcome Back School Fall Festival	Korea Taekwondo Arts and Literacy New York Junior Tennis League CHAMPS NYC Kids Rise
01/03/2023	06/28/2023	Google Classroom 101 – Class DOJO & Google Classroom Audit Google Classroom 2nd Parent Workshop Social Emotional Parent Workshop Middle School Open House Middle School Open House	Korea Taekwondo Arts and Literacy New York Junior Tennis League CHAMPS NYC Kids Rise

Human Resources	Parent Coordinator, Council community members, Community based organization funding, Teachers and Guidance Counselors, Administration
Instructional Resources	Learning Materials, Pamphlets, books and accessible online digital materials
Schedule Adjustments	Programming for student and teacher schedules adjusted as needed for activities and assemblies
Other Resources Needed	N/A

## AREA OF CONCENTRATION ES/MS SCIENCE

### 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)
4th and 8th grade Students	60% students Proficient in 2022 NYS Science exam	Some teachers do not use of curriculum components with fidelity. Some teachers use of curriculum resources to differentiate instruction and provide explicit instruction.
4th and 8th grade students with disabilities	67% of 4th and 8th grade students combined with disabilities were proficient on the 2022 NYS Science exam.	Teachers do not use curriculum components is not used with fidelity. Teachers do not use of curriculum resources to differentiate instruction and do not provide explicit instruction with alignment to the students' annual IEP goal.
4th & 8th grade English Language Learners	57% of 4th and 8th grade English Language learners were proficient on the 2022 NYS Science exam.	Teacher use of curriculum components is not used with fidelity. Teacher use of curriculum resources must be used to differentiate instruction and provide explicit instruction. Identify first language schema and provide supports based on student language proficiency levels.

**ES/MS Science 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	60%	By June, 2023, ES/MS Science for All Students will Increase 5%, from 60% to 65%, as measured by Amplify & Scale Science Assessments.
Students with Disabilities (SWD)	67%	By June, 2023, ES/MS Science for Students with Disabilities (SWD) will Increase 5%, from 67% to 72%, as measured by Amplify & Scale Science Assessments.
English Language Learners (ELL)	57%	By June, 2023, ES/MS Science for English Language Learners (ELL) will Increase 5%, from 57% to 62%, as measured by Amplify & Scale Science Assessments.

### Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
4th and 8th Grade NYS Science State exam	Percentage of 4th and 8th grade students combined achieving proficiency	60% of 4th and 8th grade students combined were proficient in the 2022 NYS Science exam	4th and 8th grade students combined will increase 5%, from 50% to 55% on the beginning of year Science exam	Students will increase 5% from 55% on 60% on the middle of year Science exam	Students will increase 5% from 60% to 65% on the end of year Science exam
Science Baseline Assessment	Percentage of students achieving proficiency (Tier 1)	17% of students with disabilities were proficient in the 2020 Science Baseline assessment	Students will increase 2%, from 17% to 19% on the Fall Science Baseline	Students will increase 1%, from 19% to 20% on the Fall Science Baseline	Students will increase 2%, from 20% to 21% on the Fall Science Baseline
Science Baseline	Percentage of students achieving proficiency (Tier 1)	14% of English Language Learners were Proficient in the 2020 Science Baseline assessment	Students will increase 2%, from 14% to 18% on the Fall Science Baseline	Students will increase 1%, from 18% to 19% on the Winter Science Assessment	Students will increase 2%, from 19% to 20% on the Spring Science 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?)
08/30/2022	09/30/2022	School wide Inventory of Science Based Curriculum Materials and Resources, Teacher based surveys to gather information regarding understanding of the Expectations for Science Instruction
10/03/2022	11/23/2022	Initial Professional Development for Teachers and Support Staff to introduce Science Instruction strategies . Create Initial draft for Progress Monitoring Cycle and Science Instruction Pacing Calendar
11/28/2022	01/03/2023	Ongoing Professional Development for Teachers and Support Staff to introduce Science Instruction strategies. Follow up on Implementation of Progress Monitoring Cycle and Science Instruction Pacing Calendar. Make adjustments as needed.

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Mid Year Review School wide Inventory of Science Based Curriculum Materials and Resources, Review of Teacher understanding of the Expectations for Science Instruction related to curriculum targets and NYS Science Exams Progress Monitoring of Teacher practice and Data Inquiry, ongoing review of the Expectations for Science Instruction related to curriculum targets and NYS Science Exams
03/01/2023	04/28/2023	Progress Monitoring of Teacher practice and Data Inquiry, ongoing review of the Expectations for Science Instruction related to curriculum targets and NYS Science Exams
05/01/2023	06/22/2023	Progress Monitoring of Teacher practice and Data Inquiry, ongoing review of the Expectations for Science Instruction related to curriculum targets and NYS Science Exams Preparation for Performance and written Science Exams

#### 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)
08/30/2022	01/03/2023	Initial Parent/ Family Workshops to inform about Science Goals, Expectations and State Exams	PTA, New York Junior Tennis League K-5 , Arts and Literacy Grades 6-8
01/09/2023	06/30/2023	Ongoing Parent Workshops/Science Activity Family Night (s)	PTA, New York Junior Tennis League K-5 , Arts and Literacy Grades 6-8

Human Resources	Parent Coordinator, Science Content Teachers, General Education Teachers, Instructional Coach , Administration, District Support Science Liaison
Instructional Resources	K-5 Amplify Science Curriculum, Scale Science Curriculum 6-8
Schedule Adjustments	Programming has been adjusted to target Science goals and learning standards outlined
Other Resources Needed	Supplemental Materials/Resources for Workshops and Activities

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

### Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 1	ELA/MATH -Core Instruction Curriculum Curriculum Assessments	ClassroomWhole group and Small Group Instruction Targeted Intervention: I ready personalized instruction assigned based on diagnostic I ready Toolbox for instruction lesson for small group work. AIS Intervention Services for students	Whole Group Small Group Instruction prescribed	Daily Instruction	Yes
Tier 2	ELA/MATH I Ready Diagnostic results - 2 grade levels below selected teachers based on teacher assessments and observation Amira, Acadience	Targeted Intervention SPIRE used by IEP Teacher to support select students. Setts teacher providing support based on NYS Standards. Based on Acadience in K-2 small group instruction.	Small Group (5-6 students),	2-3 times a week during the school day	Yes
Tier 3	ELA/MATH I Ready Diagnostic results - 3 or more grade levels below	Targeted Intervention SPIRE used by IEP Teacher to support select students. Setts teacher providing support based on NYS Standards. Based on Acadience in K-2 small group instruction.	Small Group (1-3 students)	3-4 times a week during the school day	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 1	DESSA Report ,Teacher Observation, Student Report	Sanford Harmony, Class Council ,	Student Body Assemblies, Class Discussions led by Teacher and Support Staff	During the School Day	No
Tier 2	Teacher Observation, Restorative Coach Observation Guidance Counselor	Beautiful Me Confident Me Restorative Circles	Small Group	During the school day and After School Program	No
Tier3	Guidance Counselor Observation	Individual counseling sessions with Guidance Counselor	One-to-one	During the School Day	No

## Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school.  Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	91
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Describe the services you are planning to provide to the STH population.	Parent coordinator works closely with the Liaison at the Students in Temporary Housing to determine support for parents and student(s). Guidance counselor and classroom teacher work closely on monitoring students attendance and social emotional needs Administration work closely with classroom teacher, guidance counselor and parent coordinator to identify and provide targeted supports to parents and students To support our students in Shelter and other Housing Placements we will provide funds and support as needed including: Support Counseling Outside referrals for Parents and Students ( Ie. Child Center of New York.) Life Skills Support (Elmcor) Parent Workshops After School Program Eligibility ( Academic Intervention Provision of Devices for Academic Use/ Intervention & Enrichment Transportation (Student Metro Cards) NYC Well - Crisis Mobile Unit Funds: Medical, Vision and Dental Expenses Food Clothing including Uniforms Student School Supplies Class Trips and Student Dues Funded
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

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

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

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

#### **Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS/IS 127Q Aerospace and Science Academy, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

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

PS/IS 127Q Aerospace and Science Academy will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community; Through the Title I allocations we will be able to provide parents with workshops on how to understand the NYCDOE System of education and what we have to offer our students.

#### **Parental Involvement and School Quality**

The PS/IS 127Q Aerospace and Science Academy Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school.-The ENL Coordinator has provided teachers with student proficiency level. He will provide a parent workshop on how to support their child on the NYSESLAT at home. Provides strategies for teachers of MLL students. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact; • support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills; • Our Parent Coordinator (or a dedicated staff person) continues to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; • conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; • provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; • translate all critical school documents and provide interpretation during meetings and events as needed. -During parent engagement time, teachers provide parents with student data and share strategies how to support their child at home. -During the school year, we provide parents with workshops on how to support their child in ELA, MATH and are presented by the coaches and teachers by grade band. The UFT Teacher center has planned a series of Habits of the Mind workshops to share strategies. The PTA President participates of the District 30 Habits of the Mind book club.

#### **Encouraging School-Level Parental Involvement**

The PS/IS 127Q Aerospace and Science Academy will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

PS/IS 127Q Aerospace and Science Academy, 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 Academic proficiency. Students and Parents are provided with Academic Contracts that outline the Academic expectations and at home strategies to attain Academic Proficiency in ELA and Math based on our Instructional Focus

### 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;
- parents are provided with the following communication platforms: Classdojo, Remind, and google classroom access as an additional form of communication.

### 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;
- Parents receive a phone call when the student is absent and after three latenesses, parents are contacted.

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

## APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

### LANGUAGE ALLOCATION POLICY OUTLINE

#### Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

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### PART I: SCHOOL ML/ELL PROFILE

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

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

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#### **A. School Information**

District:	30
Borough:	Queens
School Number:	127

#### **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	Eva Delgado Sanabria
Assistant Principal	Monalisa Castro
Data Specialist	Evdoxia Capous
UFT Teacher Center Coach	Nicole Passaretti
English as a New Language (ENL)/Bilingual Coordinator	Gabriel Cotto
Guidance Counselor	Karol Parra
Teacher/Subject Area	Karelin Guzman ELA/SS
Teacher/ENL	Stephanie Deluise
PTA President	Ana Ramirez
Parent Coordinator	Lincia Hamilton
Related-Service Provider	Helen Friel

## **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:	31
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]:	7
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	15
Number of ESOL certified teachers with a bilingual extension:	3

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

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	10
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	3

### **3. Foreign Language/World Language Certified Teachers**

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1
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## D. Student Demographics

Total number of students at your school (excluding pre-K):	1104
Total number of current ELLs at your school:	447
Total percentage (%) of current ELLs at your school:	40%
Total number of former ELLs at your school:	28
Total percentage (%) of former ELLs at your school:	2.5%

## 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	0	0	0	0	0	0	0	0					0
TBE																	0
TBE																	0
DL	Dual Language (GE)	Spanish	2010-2022	1	1	1	1	1	1	2	1	1					10
DL																	0
DL																	0
				total: 1	total: 1	total: 1	total: 1	total: 1	total: 1	total: 2	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>In classes where the classroom teacher is not duly certified, students receive push-in services by licensed ENL teacher. If an ENL student in an ICT or 12:1:1 class has an IEP that needs bilingual instruction, we provide these students with a language paraprofessional if the Special Education Teacher does not hold a bilingual extension. Students at the Entering and Emerging levels receive at least 360 minutes per week of ENL instruction (180 standalone and 180 integrated), and Transitioning and Expanding level students receive at least 180 minutes per week of ENL instruction. FELLs are given 90 minutes of ENL support per week for the first two years after exiting the ENL program as per Commissioner's Regulation Part 154. In grades Kindergarten through Eight, translanguaging strategies are used by our ELL service provider to develop literacy skills such as reading comprehension, oral reading accuracy rate and writing. ENL Push-in Standalone services are provided for students in K-5 and ENL Pull out Stand-alone services are provided for students in grades 6-8.</p>
<p>Integrated English as New Language (ENL)</p>	<p>We offer self-contained blended and remote ENL classes taught by certified ENL teachers. The students in these classes are at all proficiency levels (EN, EM, TR, EX, and CM) according to their NYSITELL and/or NYSESLAT scores. They receive ENL and/or ELA instruction according to the CR Part 154 regulations. Students at the Entering and Emerging levels receive at least 360 minutes per week of ENL instruction (180 standalone and 180 integrated), and Transitioning and Expanding level students receive at least 180 minutes per week of ENL instruction. FELLs are given 90 minutes of ENL support per week for the first two years after exiting the ENL program. Required instructional time is achieved through flexible grouping and differentiated instruction. The teachers of these classes also implement ENL methodologies into their lessons. They also modify the curriculum programs as needed to suit the various levels of their students. A great emphasis is placed on developing social language as well as academic language to meet the Learning Priority Standards. This setting will help bridge the gap between the student's English language proficiency level and the level of the curriculum. Our ENL service providers provide integrated instruction to support our ENL student in the core subjects according to the CR Part 154 and the Policy and Reference Guide for Multilingual Learners/English Language Learners</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>P.S./I.S. 127Q's Dual language Spanish Program expands from PK until the 8th grade. Our Dual language classes are taught by certified bilingual teachers. The students in these classes include ELLs and English Proficient students. The Dual Language follows a 50/50 model in which all students are instructed in English for 50% of the instructional time and in Spanish for 50% of the instructional time. This is achieved by teaching one day entirely in Spanish, and then entirely in English the following day. This pattern continues with the alternating languages on a daily basis. Into Reading (grades K-6) and Into Literature (grades 7-8) programs are used in Spanish and English on alternating days during the literacy block for both reading and writing. Envision Math is used in grades K-5 in English and in Spanish on alternating days. CMP3 is used for math in grades 6-8. The Amplify program is used for Science on English and Spanish days. The NYCDOE Passport to Social Studies program is also used in English and Spanish on alternating days. DL classes receive at least one period (47 minutes) of HLA instruction per week.</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 organization of our staff ensures the mandated number of instructional minutes are provided according to the proficiency levels in our ENL, and dual language programs. Approximately 1/3 of our student population are ELLs. As a result, during the hiring process we continuously seek highly qualified ENL and bilingual common branch teachers. We partner with universities such as St. John's, and utilize the New York City Department of Education open market hiring system and the Bilingual Pupil Services when selecting qualified applicants. We also encourage our current staff to obtain ENL and bilingual licenses through programs such as the Intensive Teaching Institute (ITI). Our self-contained ENL classes are taught by dually licensed ENL/Common branch teachers. Our Dual language classes are taught by dually licensed bilingual/early childhood teachers. The schedules of these classes are designed by making it a priority to program the mandated minutes of ENL, ELA and HLA before anything else is programmed. In other words, these areas are built into the teacher's program. For example, all of the Dual Language classes receive one block per week of HLA instruction. We believe that the more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Standalone ENL instruction is typically delivered during the Small Group Instructional period of each ELA period. The languages of instruction spoken by our cluster teachers such as art, music and physical education are also taken into consideration when making the schedules. ENL students in monolingual special education and ICT classes are provided with ENL push-in services by a licensed ENL teacher. Students at the beginner and intermediate levels receive 360 minutes per week of ENL instruction, and advanced level students receive 180 minutes a week of ENL instruction as well as 180 minutes of ELA instruction. Schedules are created for push-in teachers with priority placed on meeting the number of mandated minutes in standalone and Integrated ENL.</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>The Dual Language follows a 50/50 model in which all students are instructed in English for 50% of the instructional time and in Spanish for 50% of the instructional time. This is achieved by teaching one day entirely in Spanish, and then entirely in English the following day.</p>
<p>In which language(s) is each core content area taught?</p>	<p>Core content areas are taught in Spanish and English.</p>
<p>How is instruction designed to include both languages?</p>	<p>Spanish and English are used as the language of instruction on alternating days. Into Reading is the ELA curriculum used in grades K-6. Into Literature is the ELA curriculum used in grades 7-8. Envision Math is used in grades K-5 in English and in Spanish. CPM3 is used in grades 6-8 in English and in Spanish. The Amplify program is used for Science on English and Spanish days. The NYCDOE Passport to Social Studies program is also used in English and Spanish on alternating days. DL classes receive at least one period (47 minutes) of HLA instruction per week.</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>Emergent literacy is provided by alternating the language of instruction (one day in English and the following day in Spanish). Students receive at least one period a week of Home Language Arts instruction. Targeted Small group instruction is provided for students needing support on developing emergent literacy in the child's home language.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>The student's home language is integrated through Home Language Arts and on Spanish instruction days.</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>39.77% of ELLs in our school are Newcomer. At this time, there are no SIFE students. Newcomers are welcomed into our school and made to feel comfortable and secure. Our teachers implement the buddy system which pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our after school program where they receive additional support and make social connections.</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>20% of ELLs are receiving services 4 to 6 years. Our plan for our Long Term ELLs involves creating individual needs assessments and creating a data driven plan that focuses on literacy and math. Our plan for special education students who are Long Term ELLs involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Services for Long-Term ELLs included targeted standards based small group instruction.</p>

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>2.5% of our students are active former ELLs. They receive mandated services of 90 minutes using an integrated model within the content area each week. Some FELLs receive services through the alternative pathway as specified in the ELL Policy and Reference Guide. These services along with testing accommodations are mandated for 2 years after scoring proficient on the NYSESLAT or scoring a level 3 or 4 and expanding on the NYSESLAT.</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>When looking at the results of the 2019 New York State English as a Second Language Achievement Test (NYSESLAT) the following trends stand out: - 44% of our ELL students are at the Expanding Proficiency Level. Further, Writing was the modality these students scored the lowest. - 83% of the students who scored commanding were in grades 4-8. This result goes along with ELL research that states that it takes 5-7 years for students to develop Cognitive Academic Language Processing (CALP) - 50% of our Entering and Emerging ELL students are in grades K-2</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>18% of Expanding ELLs scored a level 2 in the NYS ELA and 50% of Expanding ELLs scored a level 1 in the NYS ELA. The vocabulary in the NYS ELA passages is more complex and impacts ELL comprehension. 7% of ELL students score at the proficiency level. 15% of Expanding ELLs scored a level 2 in the NYS Math and 48% of Expanding ELLs scored a level 1 in the NYS Math Exam. The vocabulary in the NYS Math word problem impacts ELL ability to respond accurately.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>According to insight data about 10% of our ELLs student are chronically absent in SY 2021-2022. This represents a decrease compared to the SY2020-2021. When ELLs do not attend school they are not able to receive the targeted small group instruction as well as instruction to develop they language and academic skills. An attendance plan is in place to ensure attendance is monitored and families are contacted daily when students are absent. In instances, ELL Parents have to travel due to family emergency travel and students miss school during this time.</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>Spanish, Urdu, Bengali and Arabic are the Home Languages with the largest representation in our school. We ensure that our staff represents our student population and also speak parent's preferred language of communication.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>Our teachers and staff receive professional development on Culturally Responsive and Sustaining Education. During Common Planning teachers customize curriculum to embed culturally responsive practices along with Advanced Literacies practices. In SY 2020-2021 our 1st and 6th grade teachers, coaches, guidance counselors an parent coordinator participated in the D30 Integration Grant. They received training and coaching from CAVU and LCI in implementing Culturally Responsive Practices. We built teacher capacity for the SY 2021-2022 as the 2nd, 3rd and 7th grade teachers participated in the D30 Integration Grant.</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>72% of our ELLs with IEP with a ICT program scored at the Expanding Proficiency Level. 42% of our ELLs with IEP with a Self Contained 12:1:1 program scored at the Expanding Proficiency Level. Our ENL teachers collaborate with the Special Education teacher in ensuring instruction is based on student data and activities are scaffolded and implement academic supports to ensure student success.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The Instructional Leadership Team considers our MLLs/ELLs by providing strong core curriculum by ensuring that our students are engaged with a rich and inclusive curriculum materials. The ILF team consists of the administrative team, teacher center representatives, literacy coaches and Bilingual/ENL Coordinator. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies including the Hallmarks of Advance Literacies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. Surveys are distributed to the staff to obtain their input along with data analysis to determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Queens North Office, BETAC/Lehman College as well as the City University of New York. Teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The monolingual teachers works with ENL teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. The model/lead teachers also support with professional development and opening their classroom for demonstration lessons followed up with debriefing sessions. These are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors. We offer a variety of programs to our ELLs during the school day aside from the core curriculum. Students generally receive one forty five minute period a day of a subject such as physical education, movement, music, art, technology, Spanish, library, science lab and writing. Students who have IEPs or require special services may also receive, speech therapy, occupational therapy, physical therapy, SETTS or counseling. Our administrative team and service providers work collaboratively to ensure that there are no scheduling conflicts and that students have the opportunity to participate in all activities and receive mandated services as well. Our school offers a variety of after-school and Saturday programs such as Title III, NYS Math Test Prep, NYS ELA Test Prep, NYSESLAT Test Prep, Saturday Academy, as well as chorus and sports after school programs. We ensure that our ELLs get equal access to these programs in a number of ways. We also provide written notices and permission slips to parents for these programs in the native languages. Bilingual staff members are available during these programs to assist students who are unable to communicate in English. Our bilingual office staff which includes secretaries and school aides are always available to answer questions from parents about these programs as well as provide follow-up to parents if needed.</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>At PS/IS 127Q we provide ENLs with Dual Language (English/Spanish), Self Contained classes, and ENL Push-In Services. Due to our diverse learning community, our instruction includes differentiation. Our ELL students have different languages, backgrounds, interests, styles of learning, reading levels and different degrees of skills and strategy mastery that necessitate a flexible approach to teaching varying content, process, and products. We utilize the NYSESLAT along with the NYSITELL proficiency levels in order to provide appropriate instruction for all students. During the integrated (EN,EM,TR,EX,CM) and stand alone (EN,EM) models of ENL instruction in ELA and content areas ,teachers are encourage to adhere to the following structures that embed the Advanced Literacies Hallmark in their lessons: 1 .Create a hook before teaching: During the lesson introduction, we suggest that teachers begin with an engaging activity that involves students interest 2. Build background knowledge: We challenge all teachers to build schema for our students before teaching the material. We believe that words alone on a page will not hold meaning for students in the early stages of language acquisition therefore we recommend that our teachers use rich print, videos, visuals in order for students to connect with the content. 3.Vocabulary Development: Teacher select words that merits review to explicitly teach before beginning a unit/lesson. When teaching these words we recommend that teachers match actions with words to convey meaning (multi-sensory approach). In addition, teachers model vocabulary and set expectations for students to use these words in class discussions. 4. Increase student engagement through class discussions by including in their lessons questions that provoke class discussion for all students. By pre planning these questions, an authentic conversation to take place between students and support the critical thinking process of our students. We believe that this will then transfer over to supporting our students with writing because the prerequisite skill for writing is thinking and speaking. 5.Provide feedback: In order for our students to transcend their academic level. Effective feedback is actionable, and specific. *Our school works actively to support teachers with implementing the gradual release of responsibility teaching model in the classroom. In addition, our school has created an Instructional Essentials guidance document that we encourage all teachers to utilize as we work toward meeting the demands of the Learning Standards. Lastly, our school takes the necessary steps needed to ensure that your teaching practices are aligned to the NYS Blueprint for ELLs success Newcomers are welcomed into our school and made to feel comfortable and secure. Our teachers implement the buddy system which pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our after school program where they receive additional support and make social connections. Similarly, our instructional plan for ELLs receiving service 4 to 6 years involves intensive daily academic support. Our Transitional Student Support Plan ensures that ELLs who pass the NYSESLAT receive testing accommodations and ELL support for two years. Our plan for our Long Term ELLs involves creating individual needs assessments and creating a data driven plan that focuses on literacy and math. Our plan for special education students involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum. Teachers and staff meet in inquiry teams to analyze data and identify the needs of our struggling reading students, looking closely at our ELLs and ELLs with IEPs who have lost ground in the past year. By understanding the challenges these students face, we will be bale to bridge the gaps. Former ELLs receive mandated services of 90 minutes using an integrated model within the content area each week. The language of instruction is English with the exception of the Dual Language program where the language of instruction alternates each day. In our Dual Language classes the English proficient students as well as the ELLs spend 50% of their instructional time in English and 50% of their instructional time in Spanish. The languages are separated by time, subject and theme and are not used simultaneously. Teachers alternate the language of instruction on a daily basis in all subject areas such as reading, writing, math, science and social studies. The Dual language model being used is the self-contained model. A typical student schedule includes literacy, writing and word study in the language of the day (English or Spanish). Mathematics instruction is delivered n the language of the day (English or Spanish) on a daily basis. Social studies is provided three times a week for forty five minutes each and science is also provided three times a week for forty five minutes in the language of the day. Students also receive special subjects such as music, writing and movement which are delivered by cluster teachers for forty-five minutes. These activities are strategically programmed into the schedule to ensure that they are delivered in the language of the day. We currently have DL classes from grades PK to grade 8.</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>For both ELLs and students with IEPs, teachers will use Into Reading to deliver rich language instruction while differentiating and scaffolding text levels, front loading vocabulary, using visuals such charts and graphic organizers to write, and hand gestures. Teachers of ENL students have access to Brain Pop ESL which provides a variety of activities for language acquisition.</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>ELLs identified as having special needs are in self-contained special education classes, Integrated Collaborative Teaching classes, or a SETTS program. Teachers and providers who work with these students are provided with a copy of the student's IEP as per the Standard Operations Procedures Manual for Special Education. The instruction for these students is based on their data as well as their IEP goals. Students with learning disabilities are instructed with strategies such as previewing and reviewing information in a text, hands-on activities in the content areas, visual and auditory aids, peer tutoring to build confidence and native language support through providing text in the native language. Our ELLs in special education also receive small group instruction as well as one on one instruction. We maximize the amount of time that our ELL-SWDs spend with non-disabled peers in a number of ways. Our Integrated Collaborative Teaching classes which are inclusion models, begin at the Kindergarten level several years ago and now span from Kindergarten through grade eight. The IEPs of our SWDs also state that they only require special education settings during the core subjects. This allows them to be with the general education students during music, art and gym as well as recess. Our school trips are also arranged by grade with special education and regular classes combined. In addition to these strategies our students with social or emotional disabilities are provided with counseling services through our guidance counselors. Positive behavior is reinforced through a school-wide system through our School H.E.A.R.T. core values, and supported by administrators, teachers, staff, Dean and Restorative Coach.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At this time iReady is the diagnostic assessment in place for SY 2022-2023, for grades k-8. We will continue implementing Acadience Screener in the SY 2022-2023 for grades k-2.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>P.S.127 has a comprehensive academic intervention plan for all students, including English language learners. Targeted intervention in literacy, math and science takes place throughout the school year by our classroom teachers, and ESL providers. We currently have daily small group individualized instructional periods , which focuses on academic support skills, and includes a heavy emphasis on reading assessment and raising reading levels.In our classrooms all students receive scaffolded reading support from a teacher who documents their reading growth and provides them with concrete immediate feedback. Furthermore, we provide academic support to our ELL students by providing an after school program for these students along with a Saturday academy. The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Explicit English as a Second Language (ENL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using Expeditionary learning program in ELA, and enVisions in Math. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program provides scaffolds for ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels. As a school we have incorporated a variety instructional of strategies in accordance with ENL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ENL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills. ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ENL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature. Data that is being used is formative and summative data that teachers are collecting in the classroom. In addition,teacher utilized the NYSESLAT data in order to determine gaps in all modalities</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 (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>Our school is constantly analyzing data for all subgroups .We do this through inquiry and the use of formative assessments, interim assessments and summative assessments. The data that we collect inform the decisions made in and out of the classroom. If we realize that a student is struggling with a concept after a lesson, the teacher's first step is to re-teach this concept using a different strategy. If this does not yield the anticipated results, the teacher then consults with a coach, lead teacher or colleagues to discuss another best practices and strategies. In teacher teams, our teachers analyze, and identify strategies and tactics needed to move children to the next level. Teachers come to these analysis meetings with the students assessment. If students are still not making adequate gains, our next step is to have these student work in small groups . Reducing the teaching group size typically yields significant growth. If this approach does not work our next steps is usually to place this child in RTI tier 3. An example of what RTI looks like in our school RTI:Tier 1 Sheltered Instruction Techniques utilized: For example, the teacher may scaffolding language by paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "that is also like...") and familiar antonyms (e.g., "that is also different from..."), re framing students' responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement. RTI:Tier 2 Guided Reading: Teachers provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. Teachers ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day. RTI:Tier 3 Intervention is provided by a highly qualified teacher who uses a different research based program with the students. The data analysis for our ENL students was conducted using our iReady Fall 2021 Benchmark and Spring 2022 Diagnostic for grades 1-8. The following was noted in our data analysis: • Proficiency increased by 2% from 16% in the Fall 2021 to 18% in the Spring 2022 • Decreasing 3% from 58% to 55% in the number of ELL students who are two or more grade levels below • Increasing 13% from 13% to 26% in the number of students who are one grade level below The iReady ELA data and NYSESLAT results are used to invite students to our After School Program. Also, students are grouped to receive tier 3 and tier 2 support during the school day.</p>



<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>At P.S.127, we use iReady Reading and Math Diagnostics, the Fountas and Pinnell assessment, school designed common writing assessment to assess the literacy skills of all students. Teachers administer these assessment in the Fall, Winter and Spring. These assessment help teachers determine students independent as well as instructional reading levels .In addition, this data is aggregated and analyzed with teacher teams as part of the inquiry process. As such, teachers are able to identify the gaps in student learning and create data driven plans for each child.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We evaluate Spanish speaking ELLs in their native language with the Spanish Lab shortly after registration. Classroom teachers and ELL providers also evaluate the reading and writing skills in the native language through reading and writing conferences. We evaluate the language abilities of the lower incidence language students by presenting them with sight words and simple writing tasks presented to them by staff members who are fluent in the specific language. Formal assessments are also used such as Fountas and Pinnell benchmark assessment, Estrellita assessment and the ELE Spanish exam. The results of these assessments are used to drive instruction in the native language. The results of all evaluations in the native languages are also shared with parents through conferences to determine the level and quality of previous schooling. iReady Math in Spanish is used to assess ELL students in Spanish to assess their Math content knowledge.</p>
<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>We evaluate the success of our program for ELLs by using a myriad of data sources. For example, we utilize the NYSESLAT Exam, the New York State English Language Arts Exam, iReady ELA and Math, School designed writing assessments, Brain POP ELL assessments, and the Fountas and Pinnell assessment. The data analysis for our ENL students was conducted using our iReady Fall 2021 Benchmark and Spring 2022 Diagnostic for grades 1-8. The following was noted in our data analysis: • Proficiency increased by 2% from 16% in the Fall 2021 to 18% in the Spring 2022 • Decreasing 3% from 58% to 55% in the number of ELL students who are two or more grade levels below • Increasing 13% from 13% to 26% in the number of students who are one grade level below The iReady ELA data and NYSESLAT results are used to invite students to our After School Program. The data analysis for our ENL students was conducted using our iReady Fall 2021 Benchmark and Spring 2022 Diagnostic for grades 1-8. The following was noted in our data analysis: • Proficiency increased by 2% from 16% in the Fall 2021 to 18% in the Spring 2022 • Decreasing 3% from 58% to 55% in the number of ELL students who are two or more grade levels below • Increasing 13% from 13% to 26% in the number of students who are one grade level below The iReady ELA data and NYSESLAT results are used to invite students to our After School Program. Also, students are grouped to receive tier 1 and tier 2 support during the school day. As a school we continue the focus on ENL student's language development. According to the iReady data, the students in the ELL sub-group need support in priority standard R4 "Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone"</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT Roadmap is created with the timeline of tasks and staff responsible for the task associated with the administration of the NYSESLAT. The Bilingual ENL Coordinator and the Testing Assistant Principal create the testing locations based on students accommodations and assessment grade bands. According to the number of testing locations, the proctors are identified. Preference is given to a teacher who has proctored the NYSESLAT previously and the students are familiar so as to decrease students test anxiety. Scoring is done after school to ensure students continue receiving mandated services during the testing period. The Bilingual/ENL Coordinator and ENL Push in Teachers attend Queens North NYSESLAT professional development on Norming and Scoring the NYSESLAT. Also, before each grade band scoring, the team norms to ensure scoring is done according to guidelines and NYSESLAT rubrics.</p>
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## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>Our special education ELLs in grades Kindergarten through eight who are in ICT or 12:1:1 classes receive ENL services by licensed ENL teachers. Also children in General Education settings who are eligible for services receive ENL push in service. These students are serviced in a push-in setting. The students are served as per their IEPs. If an ELL student in an ICT or 12:1:1 class has an IEP that states bilingual instruction and the ICT teachers do not have a bilingual certification, we provide these students with a language paraprofessional. The same curriculum is used across the grades and scaffolded to ensure student is able to access the content at their instructional reading level.</p>
<p>b. SIFE</p>	<p>SIFE students are immediately identified through home language surveys, teacher reports and BESIS data collection. The school informs all teachers and providers that these students do not have adequate literacy or writing skills in their native language to transfer over to the target language. The assessments and methods used for them are adjusted accordingly. In many cases it is necessary to provide basic phonics and mathematics computation lessons to these students ; in addition to immersing students in content-area learning. Our SIFE students are also offered academic intervention services through our RTI providers and ICT cluster teacher. SIFE students receive priority placement in our Title III instructional program. In some cases a SIFE student with little to no formal education may be referred to a school within the district that has a bilingual program at the appropriate grade level. Newcomers in grades 6, 7, and 8 may be referred to IS 235, a middle school solely for newcomers. Upon completion of one school year, they can return to PS 127. Newcomers to PS 127 develop English language skills as they are immersed in content-area learning. Using scaffolds such as sheltered English, concrete materials, and prior knowledge, English language skills are taught through the content areas. The goal is to align English language learning with the content that is being taught in the classroom. This gives the students the support they need to participate fully in the classroom lessons. Since newcomers are tested in ELA after one year of being enrolled in an English Language School System, it is crucial that we use this short time period effectively. There is an emphasis on developing BICS (Basic Interpersonal Communication Skills) as rapidly as possible so that these students can begin to transition into learning academic language in English. Newcomers are also provided with support during the school day such as push-in ESL, academic interventions through AIS providers .</p>

c. Newcomer	Newcomers are welcomed into our school and made to feel comfortable and secure. Our teachers implement the buddy system which pairs newly arrived ELLs with students who speak the same language and also serve as good English models. Teachers create opportunities for our newcomers to listen to English and interact with other students in small groups as well as opportunities for newly arrived ELLs to participate in classroom projects that support language development. Targeted academic intervention in ELA, mathematics, science and social studies during the school day, as well as after school, is also offered to our newcomers. Newcomers are also encouraged to attend our after school program where they receive additional support and make social connections. The same curriculum is used across the grades and scaffolded with the use of video and digital print and the use of multiple entry point to provide new comers with access to the content.
d. Developing	The same curriculum is used across the grades and scaffolded to ensure student is able to access the content at their instructional reading level. Targeted Small Group instruction is provided to support student academic development based on iReady Instructional Grouping as well as teacher assessment during the lesson. Instructional of strategies in accordance with ENL/ELA standards are used by teachers to allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and reader theater for students at the Entering and Emerging Proficiency level. We also use strategies from Advance Literacies including shared reading and writing, interactive writing, guided and independent reading for our intermediate, advance and commanding ENL students. We ensure to scaffold instruction and activities by front loading vocabulary, using graphic organizers and cooperative learning to provides ELL students with an opportunity to engage in accountable talk. Furthermore, ENL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.
e. Long Term	Similarly, our instructional plan for Long Term ELLs are ELLs who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven(7) or more enrolled school years in the NYC DOE involves intensive daily academic support. Our plan for our Long Term ELLs involves creating individual needs assessments and creating a data driven plan that focuses on literacy and math. Our plan for special education students involves collaboration between the ESL teacher, the classroom teacher and IEP teacher to ensure that all our special education ELLs are serviced as per their IEP and are receiving proper accommodations and modifications. Furthermore, we seek to meet the needs of these students through inquiry-based curriculum and strong RTI structure. Our inquiry team has been studying the needs of our struggling reading students, looking closely at students with IEPs who have lost ground in the past year and implementing targeted small group instruction to bridge the gaps.
f. Former ELLs up to two years after exiting ELL status	We ensure to use iReady ELA data along with formative assessments to identify areas our FELL need support. Differentiated instruction as well as small group instruction strategies are used to support these students develop the skill they need. Also, we ensure our FELLs are successful in their assessment by providing the testing accommodations they are entitled. Former ELLs receive mandated services of 90 minutes using an integrated model within the content area each week. These services along with testing accommodations are mandated for 2 years after scoring proficient on the NYSESLAT or if they scored a 4 on the ELA and expanding on the NYSESLAT. Former ELLs receive time and half when given an assessment. In addition, they also receive the following: Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits. • Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location. • Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English. • Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading. • Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet. • Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. • Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	We evaluate Spanish speaking ELLs in their native language with the Spanish Lab shortly after registration. Classroom teachers and ELL providers also examine the reading and writing skills in the native language through reading and writing conferences. We evaluate the language abilities of the lower incidence language students by presenting them with sight words and simple writing tasks presented to them by staff members who are fluent in the specific language. Formal assessments are also used such as Fountas and Pinnell benchmark assessment, Estrellita assessment and the ELE Spanish exam. The results of these assessments are used to drive instruction in the native language. The results of all evaluations in the native languages are also shared with parents through conferences to determine the level and quality of previous schooling. In the Dual Language program model, the students are assessed in all core subjects in both languages.

<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>Spanish is the language elective offered in grades 6-8. Our school is preparing MLLs/ELLs to obtain the NYS Seal of Biliteracy by offering the Dual Language Program from PK-8th grade. For SY 2021-2022 we opened a second dual language class so as to offer more students the opportunity to continue being in a Dual Language Program in Middle School. Further, we ensure our Data Specialist programs our students in STARS to ensure they receive the appropriate language credits.</p>
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## 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>PS/IS 127 will offer several staff-development sessions for our ENL/Bilingual teachers as well as our monolingual staff. Professional Learning for SY 2022-2023 will be planned over the summer. These sessions will take place on staff-development days as well as during the common preparation periods. There will be a series of ongoing workshops. Below are some of the topics: 1. NYSESLAT Assessments and Rubrics 2. NYSESLAT data analysis to drive instruction 3. Estreilita Program Training for Bilingual Teachers 4. Palabras a su paso training 5. Fountas and Pinnell Benchmark Assessment System Training 6. Using Advanced Literacies to Promote ELLs' Achievement The professional development committee which consists of the administrative team, teacher center representative and literacy coaches. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team streamlines and organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Queen North Borough Office, OELL, BETAC as well as the City University of New York. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through our literacy coaches and teacher mentors.</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>Professional Learning for SY 2022-2023 will be planned over the summer. Our school provide, high quality professional development that is of sufficient intensity and duration that have a positive and lasting impact on the teachers' performance in classrooms. We do this by utilizing Title III funds to send our teachers and school building leaders to city-wide and nation wide professional development. In addition to outside professional development, our school offer PD for all ENL/Bilingual teachers. During these PD sessions, teachers engage in action research, data analysis and traditional professional development sessions.</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>Our parent involvement begins with the parent orientation sessions and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full-time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops. P.S./I.S. 127Q also collaborates with several community based organizations such as Vaughn College, LaGuardia Kiwanis and LaGuardia Community Outreach. Our Parent Coordinator in collaboration with LaGuardia Community Outreach will hold a health fairs. Community groups offer their services to help our students socially and academically. Elmcot provides recreational as well as educational activities for the students in the community. PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help with Social Emotional Support and understanding the learning standards, promotional criteria and state assessments. The Title III parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows: The NYSESLAT Exam and its components: How to help your children make gains in listening, speaking, reading and writing; The NYS Assessment Calendar and how to help your children do their best; Using iReady to improve your child's progress. Parent workshops will be facilitated by our Bilingual / ESL teachers and Parent Coordinator. The sessions will be held after school and in the evenings to accommodate parent's needs. In addition to the above programs we also have activities such as International family night, School Leadership Team, Novemberfest, Coffee with the Principal, and Title I meetings. The activities provides parents with the opportunity to be an active participant in the school community.</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>During Teacher Parent Engagement time, our teachers along with the ESL/Bilingual Coordinator meets with the parents of ELLs to discuss their child's progress towards attaining their goal. At these meetings, we provide translation services for all parents who requires this service. In addition, our school provides qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our school determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. We also maintain a record of attendance using existing procedures.</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>P.S. 127 continues to experience a high enrollment of ELLs. Since 03/20/2020, we enrolled 100 ENL students. The majority of our ELLs have a home language of Spanish and the number of lower-incidence languages is increasing. We have seen an increase in the number of Asian languages spoken and our Bengali-speaking population has doubled continuously for the past two years. We are also noticing an influx of Arabic speaking students from Yemen, Egypt and Lybia. Our Parent Coordinator, ELL Bilingual Coordinator and parent volunteers work together to ensure that we are meeting the needs and interests of these students and their parents. The demographics of our community is changing and we are making every effort to ensure that our programs reflect these changes. We have continued to expand our Spanish dual language program to meet the needs of the community based on parental choice. Our dual language programs allow our Spanish-speaking students as well as our English proficient students opportunities to become truly bilingual, biliterate and bicultural. Our school community will continue to ensure that the programs we offer reflect the needs of the students and community.</p>
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## **PART VI: ELL IDENTIFICATION ATTESTATION**

### **Identification Plan**

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>The following ELL identification procedures and activities are adhered to and staff are trained on the following for newly enrolled students. The Bilingual/ENL Coordinator ensures the ELL process outlined below is followed as per CR Part 154 and Policy and Reference Guide for Multilingual Learners/English Language Learners. The Parent Coordinator and the School Base Support Team including the Guidance Counselor support in this process as needed 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). 2. Enrollment status of each newly admitted student is determined a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. 4. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 5. Student is administered the NYSITELL, if eligible. 6. Parent notification letters are sent to the parent in the parent's preferred language. a. Parent is notified of their child's ELL status. 7. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <a href="http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife">http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife</a>. 9. If student is an ELL, parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. 10. ELL is placed in the ELL program that the parent selected. a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. 11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). 12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. The following process are in place for the current ENLs: - Services are provided according to their NYSESLAT or NYSITELL level - Bilingual Coordinator and Assistant Principals - Title III After School or Saturday Programs are offered as additional language and academic supports - - Bilingual Coordinator and Assistant Principals - Students are administered NYSESLAT every spring until they achieve proficiency level - - Bilingual Coordinator and Assistant Principals</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 following ELL identification procedures and activities are adhered to and staff are trained on the following for newly enrolled students. The Bilingual/ENL Coordinator ensures the ELL process outlined below is followed as per CR Part 154 and Policy and Reference Guide for Multilingual Learners/English Language Learners. The Parent Coordinator and the School Base Support Team including the Guidance Counselor support in this process as needed 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). 2. Enrollment status of each newly admitted student is determined a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. 4. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 5. Student is administered the NYSITELL, if eligible. 6. Parent notification letters are sent to the parent in the parent's preferred language. a. Parent is notified of their child's ELL status. 7. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <a href="http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife">http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife</a>. 9. If student is an ELL, parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. 10. ELL is placed in the ELL program that the parent selected. a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. 11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). 12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. The following process are in place for the current ENLs: - Services are provided according to their NYSESLAT or NYSITELL level - Bilingual Coordinator and Assistant Principals - Title III After School or Saturday Programs are offered as additional language and academic supports - - Bilingual Coordinator and Assistant Principals - Students are administered NYSESLAT every spring until they achieve proficiency level - - Bilingual Coordinator and Assistant Principals</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
Gabriel	Cotto	Bilingual/ENL Coordinator	2022	Yes	Gabriel Cotto

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

First Name	Last Name	Title
n/a	n/a	n/a

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	570	36%	570	36%
Spanish	912	57%	912	57%
Urdu	38	2%	38	2%
Bengali	15	1%	15	1%
Arabic	30	2%	30	2%
Chinese	8	1%	8	1%
Punjabi	6	<1%	6	<1%
Haitian Creole	2	<1%	2	<1%

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	12	40
Urdu	2	4
Bengali	2	4
Greek	6	8
Arabic	0	2

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>During registration at PS/IS 127Q, parents or guardians complete a HLIS (Home Language Identification Survey) which is part of the student's cumulative folder. The Bilingual/ENL Coordinator interviews the parent during this process to make sure that the form is completed properly and accurately. The survey requests information as to the languages that are spoken in the home and how frequently these languages are spoken. It also asks the parents to identify their preferred language that they wish to receive verbal and written communication from the school. This information is then entered into ATS by the pupil accounting secretary. A RAPL report is run on ATS by class to identify parent preferred communication language. Our administrative team and our Language Access Coordinator (LAC) often receive requests from staff members regarding translation needs. They then identify a staff member or community member that speaks the target language. The school uses this information to make every effort in providing notices and information in other languages so that parents are informed of school events and policies. The LAC shares with the staff information about NYC DOE over the telephone translation and interpretation services which are used by the staff to communicate with parents on their preference language when a in house staff is not available.</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.



<b>Document Name</b>	<b>Month/Frequency Distributed to Families</b>	<b>How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.</b>
Welcome back to school letter and End of School letter	Once a year	School Staff
Coffee with the Principal flyer	Monthly	School Staff
Pre-Kindergarten/Parent Coordinator Newsletters	Monthly	School Staff
School Brochure (updates only)	As needed	School Staff
Dual Language Brochure (updates only)	As needed	
Cell phone policy (updates only)	As needed	School Staff
Eye Exam announcement letter	As needed	School Staff
Letters to parents explaining Winter and Spring break homework packets	2 times a year	School Staff
Registration letter (updates only)	As needed	School Staff
NYS Assessments dates announcements and Town Hall Flyers	As needed	School Staff
Parent letters for students exempt from taking the NYS ELA exam Meet the Teacher announcement Parent Teacher Conference announcements Fall Festival flyer Title I Parent Meeting flyer School Leadership Team Meeting flyer School Open House flyer	As needed	School Staff

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

<b>Meeting Type</b>	<b>Month/Frequency of Meetings</b>	<b>How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.</b>
Meet the Teacher (Fall), Parent Teacher Conferences	September, November and March	Translation staff and languages are scheduled by floor and classroom. Also over the phone translation services information is shared with the staff. This information is shared in a memorandum from administration to staff
Coffee with the Principal	Monthly	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
PTA Meetings	Monthly	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
School Leadership Team Meetings	Monthly	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
Parent Workshops	As needed	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
Attendance and Chronic Attendance Meetings	As needed	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
Title I Meeting	Annually	Meeting is conducted in English and Spanish. Translation is available in Urdu, Bengali and Arabic. Other languages available upon request
Annual ELL Parent meeting	Annually	Teacher coordinates meeting with parent and availability of translator

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>Classroom teachers have setup Class Dojo and Remind to communicate with parents in their preferred language. Also, school messenger is used to message parents in their preferred language. Written communications are translated and distributed to parents in their preferred language.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Classroom teachers have setup Class Dojo and Remind to communicate with parents in their preferred language. Also, school messenger is used to message parents in their preferred language. Written communications are translated and distributed to parents in their preferred language.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Our secretaries are bilingual. In the event the secretary does not speak the parent's language, a language card is shared with the parent to find out the parents language. Once the language is identified, the translator staff in our school is made available to support parent. In the event the language is not spoke by anyone in the school, NYC DOE over the phone translation is used.</p>

## 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	Opening School Year PD
Over-the-Phone Interpretation Desk Aid	Staff Memo and email multiple times throughout the year
Language Access Handbook	Staff Memo and email
T&I Unit InfoHub Link	Staff Memo and email

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>PS/IS127Q will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services by distributing the Language Identification Guide to office staff. The staff will be trained on how to use the guide to help determine the language spoken by a parent. Additionally, we will send an internal letter to school staff reminding of the school responsibility to communicate with Limited English Proficiency parents, and what resources are available to them to do so.</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"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent’s Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Our Parent Coordinator has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the parents and general meetings. These brochures are also available in her office. Upon entering the school, Parental Notification Postings are visible to all visitors assuring them the availability of translators. Important documents are also available in the parent's preferred language from the DOE. Depending on the needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written or verbal communication with the school.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Throughout the year, we will review and update ATS reports which indicate parents preferred language (RAPL). Additionally, we analyze data from our latest NYC School Survey. This survey indicates that 96% of our parents strongly agree/agree that our school communicates with them in a language that they can understand.</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>Parents request for the meetings to be conducted in one language rather than two languages so the meeting time can be shorter. Town Hall Meetings and Orientation Meetings are now conducted in separate locations or virtual meeting rooms in either English or Spanish.</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:	Aerospace and Science Academy
DBN:	30Q127
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	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:	428
Total # of teachers in this program:	11
# of certified ESOL/Bilingual teachers:	11
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>P.S./I.S. 127Q's Title III program provides ELLs with supplemental instruction in an ELL Afterschool Program. Our program will service students in grades 2-8. The ELL After School Program will meet Wednesdays and Thursdays from 2:30pm-4:30pm starting December 2022 and ending on March 2023. Group size will be maintained between 12-15 students per teacher in order to ensure that students receive individualized instruction. Group size may change according to NYC DOE and CDC guidelines. We expect to have 11 teachers. Priority will be given to certified teachers holding a TESOL or a bilingual extension. English will be the language of instruction.</p>
<p>Rationale</p>	<p>This program will focus on ENL methodologies and literacy in order to help students who are at risk meet the Next Generation Learning Standards. In addition, instruction will also be provided on test taking strategies and address the four modalities of the NYSESLAT (Speaking, Listening, Reading and Writing). Appropriate materials such as textbooks and teacher's guide will be purchased for this program-these materials are different than the materials that are utilized during the schools day. Materials will include workbook and teachers guides from Ladders to Success, Teacher Created Resources and iReady. In addition, students' workbooks, teachers' guide, dictionaries, paper, pencils, folders, notebook and pens that may be needed will be provided to all students and teachers. Some of these ENL strategies that will be used in the program include, but are not limited to, role-playing and reader theaters. We also use strategies from Advance Literacies including shared reading and writing, interactive writing, guided and independent reading for our. We ensure to scaffold instruction and activities by front loading vocabulary, using graphic organizers and cooperative learning activities to provides ELL students with an opportunity to engage in accountable talk and develop their oral skills. Furthermore, students Home Langue ENL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills. The home language supports that will be used with the ML/ELL students in the program include translanguaging strategies to support making meaning of the lesson/activities, using Home Language/English dictionaries and glossaries for vocabulary development, and using computer to provide access resources in the students' home language. According to our EDUR September 2022 data, we have a 21 students in 3rd Grade, 13 students in 4th Grade and 12 students in 6 grade who are at the entering/emerging level. These students as well as any new students registering for our school will be invited to participate in the after school program for these grades. The students will work on the basic skills in all modalities speaking, listening, reading and writing through read-alouds and readers theater. Beginners and entering students in the remainder grades will be invited to participate in the after school program as well. According to student enrollment, a bridge class will be created to ensure students will receive targeted instruction for their level of proficiency.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>iReady ELA data in grades 2-8 will also be used to strategically select the students to participate in the after school program. Students who are one grade level or one grade level below will be giving priority. The students at all ENL levels including students with special needs and newcomers will work on developing their skills in all modalities speaking, listening, reading and writing with a focus area as follows: -Grades 2-4 will work on phonics and vocabulary development .Grades 5-8 will work on vocabulary and reading comprehension strategies All records including students attendance and program notification in parent's preferred language and how progress will be monitored will be maintained by the Bilingual/ENL Coordinator. All parent communication will be made in the parent's preferred language. We will use in house staff to communicate to parents in their preferred language. If the parent's preferred language is not available, we will use NYC DOE Translation and Interpretations services to communicate with the parents.</p>
<p>Schedule and duration</p>	<p>The ELL After School Program will meet Wednesdays and Thursdays from 2:30pm-4:30pm starting December, 2022 and ending on March 2023. We will begin afterschool in December.</p>
<p>Language of instruction</p>	<p>English</p>

Number and types of certified teachers	5
Types of materials	Notebooks, ipads, etc. We will use the program Getting Ready for NYSESLAT to support students in all modalities.
Include any additional details here:	
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.	,2,3,4,5,6,8,7,1,K

## 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"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	<p>P.S./I.S. 127Q will provide differentiated professional development for all ENL teachers through BI-weekly sessions.</p>
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Rationale	<p>P.S./I.S. 127Q will provide differentiated professional development for all ENL /Bilingual teachers as well as our monolingual staff Teachers will be provided with knowledge about second language acquisition, customization of curriculum along with a deeper understanding of the content. and using data to provide differentiated instruction. These sessions will take place on staff Professional development Mondays, Chancellor's Staff Development days, and during the common preparation periods. Some of the topics include: 1. NYSESLAT data analysis to drive instruction 2. Supporting Students Social Emotional Academic Learning 3. Using Acadience Screener and iReady data to drive instruction 4. Palabras a Su Paso for Bilingual Teachers 5. Developing students Speaking, Reading, Listening and Writing skills through the Hallmarks of Advanced Literacies We have also formed a professional development committee which consists of the administrative team, teacher center representatives, and ENL Coordinator. The team looks at the school data and collaborates to identify learning standards our students need greater support. The team organizes all of the professional development activities that take place inside and outside of the school so that they are appropriate for each teachers' needs. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Districts Office, OELL, BETAC/Leham College as well as the City University of New York. The teachers who attend these workshops have the opportunity to turn-key the information to the rest of the staff during common planning or staff development Tuesdays. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues by literacy coaches and model teachers in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In house professional development records such as the attendance sheets and agendas are maintained and kept by the UFT Teacher Center coach. Title III funds will not be used for the above professional development. The time of the above professional development sessions do not overlap with the After School Program. In the event that the time overlaps, a substitute teachers will be arranged so the teacher can received the necessary professional development.</p>
Teachers to receive training	All teachers including ENL and dual language will receive professional development in house or attends sessions offered by the DOE.
Schedule and duration	Professional Learning will be provided eight times a month on Wednesdays and Thursdays starting on December, 2022 and ending on March, 2023. These sessions will be 30 minutes long.
Topics to be covered	1. NYSESLAT data analysis to drive instruction 2. Supporting Students Social Emotional Academic Learning 3. Using Acadience Screener and iReady data to drive instruction 4. Palabras a Su Paso for Bilingual Teachers 5. Developing students Speaking, Reading, Listening and Writing skills through the Hallmarks of Advanced Literacies
Name of provider	Nicole Passaretti (Literacy Coach), Gabriel Cotto (ENL Coordinator), etc. It depends on the PLC who will administer the Professional Learning.
Include any additional details here:	

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>Our parent involvement begins with the parent orientation sessions at the beginning of the school year and continues to extend much further. The Parent Coordinator and the Bilingual/ENL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ENLs. Outreach is made for parents to join SLT and participate in school events that bring the community together. The principal hosts monthly Coffee with the Principal Meeting and shares important information from parents. P.S./I.S. 127 also collaborates with several community based organizations such as Columbia University to provide a series of Nutrition Workshop for parents, Kids Rise to support families saving for college among others. We ensure that information shared in these workshops are provided in parents preferred language. We utilize our bilingual in-house personnel. We also use NYCDOE translation and interpretation services to communicate with parents in their preferred language. These parent workshops will be at no cost to the Title III Program.</p>
<p>Rationale</p>	<p>P.S./I.S. 127Q Title I program will provide ENL parents with family literacy and language acquisition classes to improve their listening, speaking, reading and writing skills in English. There will be an emphasis on the use of technology, mock job interviews, developing resume and English in the workplace. When deciding on the focus of the program, we use informal data such a conversation with parents as well as a baseline assessment to determine their needs. We anticipate a total of two cohort of 30 parents in each cohort to be served. Based on enrollment, we anticipate to have one class for parents who are at the beginning proficiency level and another class for parents who are at the intermediate/advanced level. In order to accommodate the schedules of the parents, classes will be offered in the morning once a week December 2022 to March 2023. Textbooks, bilingual dictionaries and general supplies will be purchased for this program. For all parent workshops and ENL classes, parents are notified about these programs through fliers posted on the schools' Facebook Parent Involvement Page, Website, Instagram, Class Dojo, letters, school messenger, phone messages and phone calls. We ensure that messages are sent to parents in their native language. As such, we utilize in-house personnel as well as NYCDOE translation and interpretation services to assist parents with translation. All records including agendas, attendance sheets and invitation in parent's preferred languages will be maintained by the Parent Coordinator and Bilingual//ENL Coordinator.</p>
<p>Schedule and duration</p>	<p>We schedule coffee with the principal once a month. Guidance Counselors provide parent workshops once a month, Parent Coordinator brings in community based organizations for parents. In order to accommodate the schedules of the parents, classes will be offered in the morning once a week December 2022 to March 2023. The sessions will be about 60 minutes long.</p>
<p>Topics to be covered</p>	<p>Chronic Absenteeism School Budget Student attendance Curriculum Safety Health and Nutrition Counseling</p>
<p>Name of provider</p>	<p>Eva Delgado Sanabria (Principal), Lincia Hamilton (Parent Coordinator), Karol Parra, Annette Otero, Yvette Andino (Guidance Counselors).</p>
<p>How parents will be notified of these activities</p>	<p>School Social Media (ie: Facebook, Instagram, School website), Robocall messenger, Classdojo, Remind, printed flyers/letters back packed. These will be provided in the parents preferred language. Translations services will be provided from within the school staff. In addition, parents will be given the opportunity to access interpreting services via phone.</p>
<p>Include any additional details here:</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	n/a	n/a
Purchased services -High quality staff and curriculum development contracts.	n/a	n/a
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	n/a	n/a
Educational Software (Object Code 199)	n/a	n/a
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	n/a	n/a

Allocation Amount (\$):	N/A as PS/IS 127Q is Conceptually Consolidated
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

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

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

**Directions:**

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

Your school’s Title I Program	Title I SWP
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#### Part 2: All Title I Schools

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Queens North Professional Learning Opportunities Instructional Leadership Framework Team Professional Learning Opportunities Queens North Instructional Lead Coaching for Administration and Teachers Curriculum aligned Professional Learning Opportunities ( Webinars, Virtual Meetings,) Peer to Peer Inter-visitiation</p>
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**Part 4: Schoolwide Program (SWP)**

<p><b>Transition Plans to Assist Preschool Children (Elementary Schools Only):</b> Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>Transition Team consists of the Early childhood AP , Pupil Personal Secretary, Parent Coordinator, and Early Childhood Guidance Counselor. This team works collaboratively to ensure that Students and Parents are supported as they move from Preschool to Early Elementary with the provision of Review of Citywide Protocols, Schoolwide Protocols, Parent Concerns, Student Concerns through Parent Workshops and weekly Parent Outreach. Designated support staff works with the related service providers (at risk and or mandated) to provide services as prescribed for our students as they transition. Vertical alignment is evidenced as the Early Childhood Curriculum is aligned to the Early Elementary School Programs as it relates to the overall learning standards that should be met as the students transition.</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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	665,221	x	5C,6
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal	50,950	x	5C
Title III, Part A	Federal	36,180	x	5C, ELL Sub Group , LEP
Title III, Immigrant	Federal			
Title IV, Part A	Federal	18,845	x	5C
Tax Levy (Fair Student Funding)	Local	7,553,795	x	5C,6

**Explanation/Background**

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

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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## APPENDIX 6: SUBMISSION ASSURANCES

### 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.

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## APPENDIX 7: TITLE III (IMMIGRANT) APPLICATION

### TITLE III IMMIGRANT OUTLINE

#### Title III Application for Immigrant Funding

#### REQUIREMENTS

Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- Identification and acquisition of curricular materials, educational software and technologies to be used in the program.
- Family literacy, parent outreach and training activities designed to assist parents in becoming active participants in the education of their children.
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students.
- Provision of tutorials, mentoring and academic or career counseling for immigrant students.
- Basic instructional services directly attributable to the aforementioned school districts, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services.
- Other instructional services that are designed to assist immigrant students to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- School activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services.

Funding follows similar guidelines for Title III funds established by the Division of Multilingual Learners (DML) and can only be used to provide supplementary services to immigrant students.

**Please note:** Immigrant students are not necessarily English Language Learners (ELLs) and ELLs may or may not be immigrants. For the purpose of this funding, immigrant students are defined as individuals who were not born in any U.S. state (this includes the District of Columbia and the Commonwealth of Puerto Rico); and have not been attending one or more schools in any one or more States for more than 3 full academic years (the months need not be consecutive).

Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- Extended day programming (e.g., before school, after school, Saturday program) to provide targeted, small-group instruction and credit recovery support.
- Implementing strong student supports to increase graduation rates.
- Community-based and school-based programming (e.g., before school, after school, Saturday program) to strengthen partnerships between immigrant families and schools.
- Developing new and/or enhancing existing programs for newcomers (meeting criteria defined above).
- Supplementing the opening or growth of Transitional Bilingual Education programs and/or Dual Language programs serving immigrant students.
- Professional learning on meeting the needs of immigrant students and effective instructional practices.

For more information on Title III requirements, refer to NYSED’s **Title III Compliance and Reporting Website** or the **allowables document** under Title III. For specific amounts per each school, see the **2022 – 2023 School Allocation Memo** or contact your **ELL CPS or ML/ELL Director**.

## DIRECTIONS

Please complete the application. Schools must use the funds to support their immigrant students by developing a plan that has each of the following components:

- Direct Instruction Supplemental Program for Immigrant Students
- Professional Development that bolsters the instructional practice of teachers of immigrant students
- Parental Engagement Activities that support parents of immigrant students

**Completed applications must be submitted in iPlan by 2/17/23 for review and approval. Please refer to 2022 – 2023 School Allocation Memo. Schools are not permitted to use funds until they submit a plan and receive notification of its approval.**

## PART A: SCHOOL INFORMATION

Name of school:	PS/IS 127 Aerospace and Science Academy
DBN:	30Q127
This school is (select one):	Conceptually consolidated (skip Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total # of immigrant students (including ELLs) to be served:	40
Total # of teachers in this program:	8

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>Our school consists of 1097 total number of students enrolled, of which 454 are English Language Learners, currently have 369 immigrant students across K-8. We will service students in grades 3, 4, 5, 6, 7 and 8. We will provide an Arts Enrichment Saturday Academy Program in collaboration with LEAP an arts-based residency that expands creative thinking and supports SEL skill development through student-centered artmaking and social skill-building activities. The collaboration with LEAP will support the academic curriculum on Saturdays. They will provide learning experiences to build creativity, critical thinking, communication, collaboration, growth mindset, through the arts. We will provide direct explicit instruction to our students targeting their academic needs. We will be servicing Immigrant students, English Language Learners, FELLs, and Students with Disabilities. The Saturday program will begin February 11 and end on April 7. The program will be from 9:00a.m. until 12:00 p.m. We will extend the Saturday Academy to provide an hour of direct instruction to our students. Instruction will be in English. We will have three Childhood Education 1-6, TESOL license teachers providing instruction. The extension will be at cost to the Title III immigrant funding. The instruction will be done using Imagine Learning and LEAP enrichment lessons that foster the vocabulary, comprehension and academic component of the LEAP program. In addition, the funds will be used to Math Saturday Academy for newcomer immigrants. The goal of this program is to strengthen the students' fluency skills and enrich their math vocabulary with rigorous instruction and home language support. This program will take place on Saturdays from 9:00a.m. until 12:00 p.m. The Title III Math academy will begin on February 4 and end April 29. Furthermore, the funds will be used to create an SEL program geared towards immigrants. The goal is to develop oral proficiency in English while providing a safe learning environment that allows students to express themselves about their feelings moving to a new place. The SEL oral development program for immigrants will begin on February 2 and end on March 30.</p>
<p>Rationale</p>	<p>Based, on NYSITELL data, Amira, and iReady data, many immigrant students not only have English proficiency needs but also academic needs based on the students' former prior education even in their home language. These programs will allow us to support these students needs with additional math instruction, social-emotional skills to support with their transition and arts instruction to develop their academic language in richer ways.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Our school consists of 1097 total number of students enrolled, of which 454 are English Language Learners. We currently have a big percentage of immigrant students across K-8. In this program, we will service different subgroups of ENL students including newcomers, entering and emerging ELLs as well as SWDs with language proficiency needs in grades 3, 4, 5, 6, 7 and 8.</p>
<p>Schedule and duration</p>	<p>The LEAP program will begin on February 11 and end on April 7 . This program will take place on Saturdays from 9:00 a.m. to 12:00 p.m. The SEL oral development/ Open Arms program for immigrants will begin on February 2 and end on March 30. This program will take place on Thursdays after school from 2:30 p.m. to 4:00 p.m. The Title III Math academy will begin on February 4 and end April 29. This program will take place on Saturdays from 9:00 a.m. to 12:00 p.m.</p>
<p>Language of instruction</p>	<p>All programs will be taught in English by highly trained TESOL teachers.</p>
<p>Number and types of certified teachers</p>	<p>These programs will be taught by seven teachers certified in TESOL, science and MATH.</p>
<p>Types of materials</p>	<p>The LEAP program will be used for arts enrichment and vocabulary instruction. The SEL oral development program will use Sanford Harmony. The Title III Math academy will use the Ready Toolbox lessons, including fluency student practice books, the iReady program for virtual scaffolded support and Dreambox for math extra practice. These materials will be exclusively for Title III and are distinct from what is being used during the regular school day.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy,After School
Grades to be served in this program. Select all that apply.	,3,4,5,6,7,8

## PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Teachers to receive training</li> <li>▪ Schedule and duration</li> <li>▪ Topics to be covered</li> <li>▪ Name of provider</li> </ul> <p>Begin description here:</p>	<p>Teachers will be provided with Professional Learning on the curriculum Ready, including its digital components, the LEAP an arts-based residency, curriculum and the Caring School Community program. This will support the teachers when providing direct instruction to the students. At the start of the program, teachers will obtain a better understanding of the application and assessment components. Teachers will be provided with two sessions of professional learning for one hour, at the start of the program. Topics to be covered include: Curriculum planning (at no cost to Title III funds), assessment, targeted instruction and progress monitoring. The funding for the professional development will be from the Title III Immigration Funds.</p>
Rationale	The success of the program is contingent upon allocated planning time for teachers, data analysis and materials.
Teachers to receive training	There will be seven teachers receiving professional development and training. Teacher planning time will not be at cost to Title III funds.
Schedule and duration	For programs schedule during the week, professional development and training will occur afterschool from 4:00 p.m. to 5:00 p.m. Below are the implementation dates: Jan. 25,26 Feb. 1,2,8,9,15,16 Mar. 1,2,8,9,15,16,22,23,29,30 For programs schedule during on Saturdays, professional development and training will occur from 8:00 a.m. to 9:00 a.m. Below are the implementation dates: Jan. 28 Feb. 4,11,18 Mar. 4,11,18,15 Apr. 1
Topics to be covered	The topics to be covered will be: -SEL strategies for newcomer immigrants -Analyzing data to drive instruction -Oral development for non-native speakers -Language and vocabulary support for ENL students -Math instruction for newcomers -Arts: Acting, dancing, etc.
Name of provider	The providers will be: -Ready/iReady Curriculum Associates -Sanform Harmony for SEL -The LEAP NYC Art Program
Include any additional details here:	N/A

## PART D: PARENTAL ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these students. Description should include:</p> <ul style="list-style-type: none"> <li>■ Rationale</li> <li>■ Schedule and duration</li> <li>■ Topics to be covered</li> <li>■ Name of provider</li> <li>■ How parents will be notified of these activities</li> </ul> <p>Begin Description here:</p>	<p>Parents will be provided with workshops to address the use of technologies, such as Google Classrooms, and other education platforms, as well as oral language development in English. While students are in their Saturday programs, parents can attend the workshops. The workshops will be held on Saturdays from 9:00a.m. to 11:00a.m. Topics will span from their child's educational platforms, Google Classrooms, IREADY, etc. to practice of conversational English and community organizations to address any parent immigration needs. Gabriel Cotto, our ENL Coordinator and Keyla Cortez, Dual Language Teacher will provide the instruction. Parents will be invited via a parent letter and google classroom reminder. This will be at cost to the Title III Immigrant funds.</p>
Rationale	The education process is a community effort. In order to promote student success, we need to reach out to the community and the parents and provide support as needed. We will use the NYC learning surveys and teacher suggestions to develop programs for parents.
Schedule and duration	While students are in their Saturday programs, parents can attend the workshops. The workshops will be held on Saturdays from 9:00a.m. to 11:00a.m. Below are the dates for implementation. Jan. 28 Feb. 4,11,18 Mar. 4,11,18,15 Apr. 1
Topics to be covered	Topics will span from their child's educational platforms, Google Classrooms, IREADY, etc. to practice of conversational English and community organizations to address any parent immigration needs.
Name of provider	These services will be provided in house using the Newcomers Grades 6-12 program by Continental.
How parents will be notified of these activities	The parents will be notified about these activities via flyers, robocalls and parent-teacher communication apps such as Class Dojo and Remind. These resources will be provided in the parents preferred language. These records will be kept in data binders at the ENL coordinator' office.
Include any additional details here:	N/A

## PART E: BUDGET

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

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



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