2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	28Q160
School Name	P.S. 160 Walter Francis Bishop
Principal	Tiffany Hicks

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

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

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Walter Francis Bishop Magnet School of the Arts – P.S. 160Q

District Borough Number (DBN):	28Q160

Grades Served:	3K, Pre-K - 5

School Address:	109-59 Inwood Street Jamaica, NY 11435

Phone Number:	929-398-3140

Fax:	929-398-3142

School Contact Person:	Tiffany Hicks

School Contact Person Email Address:	Thicks2@schools.nyc.gov

Principal:	Tiffany Hicks

United Federation of Teachers (UFT) Chapter Leader:	Barbara Reill

Parents' Association President:	Lisette Rivera

SLT Chairperson:	Cherissae Brown

Title I Parent Advisory Council Chairperson (PAC):	Tonya Williams

Student Representative(s) Middle /High School:	N/A

Student Representative(s) Middle /High School:	N/A

Community Based Organization (CBO) Representative:	N/A

School-Based Students in Temporary Housing (STH) Liaison:	Alexandra Ferrer

District Information

Geographic District:	28

Superintendent:	Dr. Tammy Pate

Superintendent's Office Address:	90-01 Sutphin Boulevard, Jamaica, NY 11435

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

Phone Number:	718-557-2618

Fax:	718-557-2623

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	
Tiffany Hicks	Principal or Designee*		
Barbara Reill	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Lisette Rivera	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Tonya Williams	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Shauwana Ramnarayan	Member/Parent		
	Member/Parent		
Karla Lewin	Member/Parent		
Reishmi Brijmohan	Member/Parent		
Cherissae Brown	Member/UFT		
Maryann Tenney	Member/UFT		
Danielle DiCicco	Member/UFT		
Sonya Quallis	Member/UFT		
N/A	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	The mission of the Walter Francis Bishop Magnet School of the Arts is to create a supportive culture that nurtures the greatest level of student achievement, by understanding and promoting the value of effective effort. To further this mission, students will be engaged in learning cycles, which require them to engage, explore, explain, evaluate and elaborate. When students graduate from the Walter Francis Bishop Magnet School of the Arts, they will be confident in their ability to think critically, be able to use their imaginations to solve problems, and embody our core values of work hard, get smart, no excuses. Values and Philosophy: 1. We believe in educating the heart and the mind. 2. We believe that hard work leads to student achievement. 3. We believe in the value and use of creative processes. 4. We believe that Character Counts! 2022-2023 Instructional Focus: We will build the capacity of teachers to design and create math lessons that are responsive to the needs of students by focusing on standards-based mastery and conceptual understanding. 2022-2023 Principal Priority: To build teacher capacity to effectively implement a PDSA cycle in order to identify areas of need and determine the next steps in learning for targeted groups of students.

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.	The Walter Francis Bishop Magnet School of the Arts - P.S. 160Q is a 3K-5th grade elementary school located in South Jamaica, Queens. The school is Title I funded and comprised of 596 students. The school's population consists of 37% Black, 27% Hispanic, 16% Asian, 13% American Indian or Alaskan Native, 1% White, 1% Native Hawaiian, and 4% Multi-racial. The student body consists of 46% males and 54% females with 12.5% Multilingual Learners/English Language Learners. Students with disabilities make up 18% of the population. The attendance rate year-to-date is 87% Our community school in District 28, led by Principal Tiffany Hicks, has worked diligently to implement City, Chancellor, and District goals, priorities, and initiatives to advance the academic and social-emotional capacity of all stakeholders ensuring equity and excellence for all. This year we will focus on reimagining the school experience as we work to bring the Chancellor's Priorities to life. We will do this by scaling, sustaining, and restoring what works; prioritizing wellness and its link to student success; and empowering families to be our true partners. Our initial focus will be centered on developing and strengthening the math fluency of all of our students. We will then shift our attention to ensuring that we maintain high expectations and design instruction in an asset-based mindset while we center student voice and collaboration. In ELA, we will be following the HMH Into Reading Program to offer a balanced approach to literacy instruction and to support teachers in developing a culture of learning. In mathematics, we will use enVisionmath2020 to deepen our work around building conceptual understanding and solving multi-step word problems. We will help our students explore and understand phenomena through the use of Amplify Science and engage them in Project-Based Learning units of study aligned to the NYS Social Studies Scope & Sequence. As a professional learning community, we will strengthen our practices in the following areas: Employing CR-SE practices, Mastery-Based Learning, Making Thinking Visible & Foundational Literacy. In our effort to maintain the social-emotional health of our students, we have implemented a Social Emotional Learning (SEL) program focused on the Four Pillars of Wellbeing by The Contentment Foundation. SEL is targeted to teach students five main social-emotional competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. In addition to the lessons that are being taught schoolwide, we will continue to use Brain Power to teach physical and mental brain breaks that support a positive classroom atmosphere. Special Education at P.S. 160Q is a collective responsibility where all constituents collaborate to develop student's skills and abilities so that all students with IEPs can make progress towards measurable annual goals while accessing and attaining the general education curriculum in the Least Restrictive Environment. For the 2022-2023 school year, P.S. 160Q will have six self-contained bridge classes (K/1, 1/2, 3, 4 [two on this grade], grade 5) and one ICT class in each grade from kindergarten through fifth grade. At P.S. 160Q, classroom teachers differentiate instruction by utilizing multiple entry points and incorporating learning scaffolds into daily lessons, thus enabling students to access the general education curriculum. Teachers and related service providers actively monitor students' progress towards their measurable annual goals and utilize such data to further differentiate and make the learning process as specific and individualized as possible.

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-5	HMH Into Reading	
Math	K-5	enVisions 2020	

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)
Increase percentage of students performing on grade level in phonics and vocabulary.	According to the i-Ready 2022 End of Year Reading Diagnostic, 42% of first grade students, 31% of second grade students and 24% of fourth grade students scored on or above grade level for phonics. The data also revealed that 26% of third grade students, 33% of fourth grade students and 48% of fifth grade students scored on or above grade level for vocabulary. The data shows that the majority of students continue to perform below grade level in the phonics domain.	A root cause analysis of i-Ready Diagnostic data revealed that teachers need further professional learning on the components of word recognition, how these components affect students phonics and phonological awareness skills, how to identify and target students' needs specific to phonics and phonological awareness. In addition, the inconsistent use of curricula over multiple school years created a lack of cohesion in instruction and exposure to content for teachers and students.
-Increase percentage of students reading on grade level.	According to Fountas & Pinnell Benchmark assessment data gathered in the 2022 End of Year Reading Level Assessments for grades three through five, 51.31% of our third grade students, 57.14% of our fourth grade students 30.77% of our fifth grade students were reading on or above grade level. -School-Wide Fountas & Pinnell Benchmark Assessment Data June 2022	A root cause analysis of Fountas & Pinnell Benchmark assessment and i-Ready Diagnostic data revealed that teachers need further professional learning on the components of word recognition and language comprehension, how these components relate to one another, and how they affect students' reading comprehension abilities. In addition, the inconsistent implementation of guided reading over multiple school years and students experiencing interrupted literacy instruction leading to inequities in learning has led to insufficient increases in students' reading levels.
-Increase student proficiency in comprehension of literature and informational text (grades 3-5).	According to Fountas & Pinnell Benchmark assessment data gathered in the 2022 End of Year Reading Level Assessments for grades three through five, 51.31% of our third grade students, 57.14% of our fourth grade students 30.77% of our fifth grade students were reading on or above grade level. The percentage of students reading on or above grade level varied, most students in grades three through five are reading below grade level. According to the i-Ready 2022 End of Year Reading Diagnostic, 53% of third grade students, 36% of fourth grade students, and 30% of fifth grade students scored on or above grade level for comprehension of literature. and 40% of third grade students, 18% of fourth grade students, and 14% of fifth grade students scored on or above grade level for comprehension of informational text. -School-Wide Fountas & Pinnell Benchmark Assessment Data June 2022 -i-Ready Reading Diagnostic June 2022	A root cause analysis of Fountas & Pinnell Benchmark assessment and i-Ready Diagnostic data revealed that students' insufficient word knowledge skills, students' insufficient vocabulary skills, and lack of background knowledge contributed to insufficient increases in students' proficiency in comprehension of literature and informational text for grades three through five. In addition, students experiencing interrupted literacy instruction leading to inequities in learning has also led to insufficient increases in students' proficiency in comprehension of literature and informational text for grades three through five.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	41	By June, 2023, Elementary/Middle School ELA for All Students in Tier 2 will Decrease 10%, from 41 to 31, as measured by i-Ready Reading Diagnostic .
Economically Disadvantaged	37	By June, 2021, there will be a 8% increase, from 37% to 45% of the Economically Disadvantaged achieving at Level 3 & Level 4 , 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	Baseline Data October 2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
i-Ready Reading Diagnostic	Students at levels 2	41%	By November 2022, 36% of students will be in Tier 2 as measured by the i-Ready Reading Diagnostic.	By April 2023, 31% of students will be in Tier 2 as measured by the i-Ready Reading Diagnostic.	By June 2023, 26% of students will be in Tier 2 as measured by the i-Ready Reading 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	11/01/2022	Meet with grade leaders to select a vendor that has an assessment tool that can be used across the school.
11/09/2022	12/23/2022	Teachers will administer the baseline I-Ready Reading Assessment, Teacher will review data w/administrative team and grade leaders. Grade team leaders review data with their grades.
01/04/2023	01/16/2023	Administration will engage in data meetings with grade team leaders to identify targeted areas for instruction and instructional implications. Teachers will plan for small group & targeted instruction.
11/01/2022	05/30/2023	Engage parents in data talks and align targeted interventions and supports for specific families. Engage in family night activities that relate to the academic area through an enrichment activity.
09/07/2022	01/30/2023	Teachers will be trained in the Heggarty Program to address the foundational skill deficits. Students will be tiered during the AIS period to receive targeted and meaningful instruction.

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?)
02/13/2023	03/10/2023	Provide ongoing professional development around monitoring personalized learning paths and foundational skills in small group work.
02/20/2023	03/24/2023	Administer 2nd I-Ready assessment. Grade team leaders will review data w/administration and their grades. Administration and staff engage in faculty data dive and plan next steps.
03/29/2023	05/28/2023	Administration will engage in data meetings with grade team leaders to identify targeted areas for instruction and instructional implications.
06/05/2023	06/16/2023	Administer final I-Ready Assessment. Grade team leaders will review data w/administration and identify a focus area for the upcoming school year. Grades will begin adjusting the curriculum maps utilizing the data.

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)
11/07/2022	12/23/2022	Parent Meeting around the use of iReady, the reports, and the instructional implications.	iReady Team
10/29/2022	06/23/2022	Early Literacy Skill Building Parent Workshops	Literacy Inc. & South Jamaica Reads

Human Resources	ELA Teacher Team & i-Ready Parnters
Instructional Resources	i-Ready Teacher Toolbox
Schedule Adjustments	Common Preps for ELA Vertical Team, Coverage for Parent Workshops
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase percentage of students performing on or above grade level in mathematics	According to the End of Year Math i-Ready Diagnostic Assessment, 27% of students were performing on or above grade level at the beginning of the year. According to the 2022-2023 NYS Math Test, 19% of students in grades three through five were performing on or above grade level.	A root cause analysis of the data from the i-Ready Diagnostic and the NYS Math Exam revealed several causes for this priority need. A large percentage of our students are reading below grade level, which limits their ability to read and understand grade-level word problems. In addition, students have not mastered the previous grade standards. Moreover, teachers need increased professional development to create lessons that are responsive to the needs of the students, content standards and conceptual understanding.
Increase percentage of students performing on or above grade level in "Number and Operations"	According to the End of Year Math i-Ready Diagnostic Assessment, 38% of students were performing on or above grade level (Tier 1), 47% of students were performing one grade level below (Tier 2) and 15% of students were performing two or more grade levels below at the beginning of the year in the "Number and Operations" domain.	A root cause analysis of the data from the i-Ready Diagnostic and the NYS Math Exam revealed students have limited number sense and are unable to monitor the reasonableness of their answers. In addition, students lack basic addition, subtraction, multiplication, and division fact fluency skills to support number sense. Moreover, teachers have not had specific professional learning around supporting students' growth in number and operations.
Increase percentage of students performing on or above grade level in "Algebra and Algebraic Thinking"	According to the End of Year Math i-Ready Diagnostic Assessment, almost 38% of students were performing on or above grade level (Tier 1), 43% of students were performing one grade level below (Tier 2) and 19% of students were performing two or more grade levels below at the beginning of the year in the "Algebra and Algebraic Thinking" domain.	A root cause analysis of the data from the i-Ready Diagnostic and the NYS Math Exam revealed students also have limited number sense, which forms the foundation of algebra and algebraic thinking. In addition, teachers have not had specific professional learning around supporting students' growth in algebraic thinking.

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 Decrease 15%, from 51 to 36, as measured by i-Ready Math Diagnostic Assessment .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
i-Ready Math Diagnostic	Students in Tier 2	51%	By November 2022, 46% of students will be in Tier 2.	By February 2023, 41% of students will be in Tier 2.	By June 2023, 36% of students will be in Tier 2.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/01/2022	Meet with vendors and select assessment tools that can be used across the school.
09/15/2022	11/01/2022	Administer 1st I-Ready Assessment, Review data w/administrative team and grade team leaders. Grade team leaders review data with their grades.
11/02/2022	01/15/2021	Identify targeted areas for instruction w/grade team leaders and instructional implications. Grade team leaders identify targeted areas for instruction and implications with their grades. Provide small group instruction based on results.
01/11/2021	01/31/2021	Provide ongoing professional development on all aspects of i-Ready. Monitor personalized instruction and growth plans
09/08/2022	01/30/2022	Provide professional development on the implementation of mastery-based learning in mathematics, the planning of accelerated learning activities, and asking questions that assess or advance 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?)
01/02/2023	02/17/2023	Administer 2nd I-Ready Assessment. Review data w/administrative team and grade team leaders. Grade team leaders review data with their grades.
02/27/2023	05/26/2023	Identify targeted areas for instruction w/grade team leaders and instructional implications. Grade team leaders identify targeted areas for instruction and implications with their grades. Provide small group instruction based on results.
05/01/2023	06/10/2023	Administer final I-Ready Assessment. Review data w/administrative team and grade team leaders. Identify focus areas for upcoming year. Grade team leaders review data and identify focus areas with the grades. Begin adjusting curriculum maps based on needs.
02/08/2022	05/03/2023	Create skills academies to address unfinished learning in core areas through an AIS and Saturday Academy Program.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	06/23/2023	Parent Newsletters highlighting the math skills and strategies used throughout the curriculum.	
12/14/2022	06/14/2023	Teachers presenting during PTA Meetings. Mini skills workshops will be recorded and provided to families to show them how they can support their child at home	

Human Resources	Math Vertical Team
Instructional Resources	enVisionmath 2020
Schedule Adjustments	Coverage for teachers to present at meetings
Other Resources Needed	

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 participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas. (Element: Rigorous Instruction)	[Dataset: 2022 NYC School Survey - Teachers] 1. Student participation in constructive discussions (69% of staff feel that students are able to do these things). 2. 52% of teachers felt that students were not able to use data or text references to support their ideas.	1. Students are not utilizing the protocol to have appropriate conversations. 2. Students are learning the skills for speaking in conversation but may have not necessarily had the opportunity to develop their listening skills. 3. We need to incorporate more opportunities to engage in natural/rich conversations that involve the students and staff. 4. Some students have a more difficult time focusing and need extra support.
Priority put on lessons related to social skills, boundaries, and building peer relationships after the students have spent the past year acclimating to in person learning to develop these skills.	[Dataset: 2022 NYC School Survey - Teachers] 1. 80% of teachers felt that student behavior in the classroom is conducive to learning. (Element: Supportive Environment) 2.71% of teachers felt that students at this school share areas of potential bullying. (Element: Supportive Environment)	1. Students need to have more opportunities to engage in positive interactions with their peers that has not been an option over remote/blended learning. 2. Lack of socialization opportunities; many kids today spend a lot of time on devices/technology. It then becomes difficult for them to know how to interact appropriately in-person.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSEDâ€™sPotential ESSA Indicator Goal Sheet, if applicable. Refer to NYSEDâ€™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
Collaborative & Trusting Relationships	69	By June, 2023, practices related to Peer Support for Academic Work will improve 15%, from 69 to 84, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Safety & Restorative Approaches to Behavior	71	By June, 2023, practices related to Preventing Bullying will improve 9%, from 71 to 80, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data 2022 NYC School Survey	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
NYC School Survey	NYC School Survey Collaborative & Trusting Relationships Measures Positive Response Percentage	69%	By November 2022, there will be a 5-point increase, from 69% to 74% in practices related to Classroom Behavior.	By March 2023, there will be a 5-point increase, from 72% to 76% in practices related to Classroom Behavior.	By June 2023, there will be a 5-point increase, from 76% to 81% in practices related to Classroom Behavior.
NYC School Survey	NYC School Survey Safety and Restorative Approaches to Behavior Measures Positive Response Percentage	71	By November 2022, there will be a 3-point increase, from 71% to 74% in practices related to Classroom Behavior.	By March 2023, there will be a 3-point increase, from 74% to 77% in practices related to Classroom Behavior.	By June 2023, there will be a 3-point increase, from 77% to 80% in practices related to Classroom Behavior.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/31/2023	Provide all staff with professional learning sessions and resources on the following topics: "Contentment Foundation", "CR-SE", "Supportive Environment Framework"
10/01/2022	01/31/2023	Implement the Four Pillars of Well-Being through The Contentment Foundation & Brain Power Wellness.
10/01/2022	01/31/2023	Implement our schoolwide Mindful Minute for students and staff.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Train Student Leaders and Teacher Leaders in the Brain Power Wellness Program.
02/01/2023	06/27/2023	Implement our Respect for All Curriculum followed by Respect for All Week.
02/01/2023	06/27/2023	Implement our student clubs, Free Space, Walter's Gems & Walter's Gents.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	09/30/2022	Provide parents with information about our school's expectations in the Parent Handbook	
09/13/2022	06/27/2023	Provide families with information in our monthly newsletters around our SEL work and our pillar of well-being.	Contentment Foundation

Human Resources	Administration, Parent Coordinator, Wellness Team
Instructional Resources	Contentment Foundation Curriculum & Brain Power Wellness Curriculum
Schedule Adjustments	N/A
Other Resources Needed	Per Session Funding for planning purposes

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)
The STH subgroup is the highest percentage when comparing severely chronically absent students in that subgroup to the total students in that subgroup (40%) at the end of the 2021-22 school year.	[2022 Chronic Absenteeism Data Analysis with Insight and New Visions Portal] When comparing all subgroups to each other (SWD, ELL, STH, & 4 Racial Subgroups) [considering the chronically absent students in that subgroup against the total students in that subgroup], the subgroup with the highest chronic absenteeism percentage is the STH (40%)	1. STH housing situation is unstable. 2. The children are staying with various family members (inconsistency). The perspective and resources of different family members are going to vary and affect the student's ability to attend school consistently. 3. Many of the students are younger and need assistance that might not be readily available and it is sometimes assumed by parents that a younger child will be able to "catch-up."
The SWD subgroup is the second highest percentage when comparing chronically absent students in that subgroup to the total students in that subgroup (37%) at the end of the 2021-22 school year.	[2022 Chronic Absenteeism Data Analysis with Insight and New Visions Portal] When comparing all subgroups to each other (SWD, ELL, STH, & 4 Racial Subgroups) [considering the chronically absent students in that subgroup against the total amount of chronically absent students], the subgroup with the highest chronic absenteeism percentage is the SWD (29/78 ~ 37%)	1. The SWD subgroup often needs more support in a lot of areas; and many of the students in this subgroup overlap with the other high need subgroups. 2. The students in the SWD subgroup seemingly tend to get sick more often. 3. Transportation is a support that they often get on their IEPs and some of them are traveling a long distance to/from school. And when there are changes to busing it is not an immediate change. 4. Changes affect SWD students differently than other students (inconsistency).
Our Hispanic/LatinX is the third highest percentage when comparing chronically absent students in that subgroup to the total students in that subgroup (34%) at the end of the 2021-22 school year.	[2022 Chronic Absenteeism Data Analysis with Insight and New Visions Portal] Of the total number of chronically absent students, 48 students are Hispanic/Latinx (34%), even though only 27% of our student population is Hispanic/Latinx. When considering the racial subgroups only (comparing chronically absent students in that subgroup to total students in that subgroup), the Hispanic/Latinx student subgroup has the highest percentage of chronically absent students (34%)	1.We have found that these families often travel outside of the country for extended periods of time. 2.The children are staying with various family members (inconsistency). The perspective and resources of different family members are going to vary and affect the student's ability to attend school consistently.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities (SWD)	37	By June, 2023, the Chronic Absenteeism for Students with Disabilities (SWD) will Decrease 10%, from 37 to 27, as measured by Chronic Absenteeism Rate.
Hispanic	34	By June, 2023, the Chronic Absenteeism Rate for our Hispanic/LatinX population will Decrease 10%, from 34 to 24, as measured by Chronic Absenteeism Rate.
Economically Disadvantaged (ED)	34	By June, 2023, the Chronic Absenteeism Rate for Economically Disadvantaged (ED)/STH students will Decrease 10%, from 34 to 24, as measured by Chronic Absenteeism Rate .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data September 2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
Insight and New Visions Portal	Reduction in the % of students that are chronically absent	37%	By November 2022, there will be a 3% decrease from 37% to 34% in the number of students at-risk for being chronically absent.	By March 2023, there will be a 4% decrease from 34% to 30% in the number of students at-risk for being chronically absent.	By June 2023, there will be a 3% decrease from 30% to 27% in the number of students at-risk for being chronically absent.
Insight and New Visions Portal	Reduction in the % of students that are chronically absent	34	By November 2022, there will be a 3% decrease from 34% to 31% in the number of students at-risk for being chronically absent.	By March 2023, there will be a 4% decrease from 31% to 27% in the number of students at-risk for being chronically absent.	By June 2023, there will be a 3% decrease from 27% to 24% in the number of students at-risk for being chronically absent.
Insight and New Visions Portal	Reduction in the % of students that are chronically absent	34	By November 2022, there will be a 3% decrease from 34% to 31% in the number of students at-risk for being chronically absent.	By March 2023, there will be a 4% decrease from 31% to 27% in the number of students at-risk for being chronically absent.	By June 2023, there will be a 3% decrease from 27% to 24% in the number of students at-risk for being chronically absent.

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. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/03/2022	09/30/2022	Review the attendance data from the previous year and select target group of students.
10/01/2022	11/30/2022	Schedule weekly meetings with the attendance team to review student attendance data, identify outreach made to parents of scholars and determine the next steps for problem-solving or contact.
11/01/2022	01/29/2023	Attendance Success Mentors & teachers will use part of their office hours time to contact parents of students who are absent, record the contact information in a google doc and share the document with the attendance team.
11/01/2022	01/29/2023	Monthly 100% attendance certificates presented during the PTA meeting.

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. <u>Note:</u> 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	05/28/2023	Schedule weekly meetings with the attendance team to review student attendance data, identify outreach made to parents of students and determine the next steps for problem-solving or contact.
02/01/2023	05/28/2023	Attendance success Mentors & teachers will use part of their office hours time to contact parents of scholars who are absent, record the contact information in a google doc and share the document with the attendance team.
06/21/2023	06/25/2023	100% attendance certificates and most improve attendance certificates pare resented during the final award ceremonies.

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)
09/04/2022	06/27/2023	Parents will be provided with the Attendance Policy and monthly reminders will be posted via Class Dojo.	
10/30/2022	06/27/2023	Families will be provided with an Attendance Success Mentor.	

Human Resources	Attendance Team
Instructional Resources	N/A
Schedule Adjustments	Attendance Success Mentor period built into the school schedule.
Other Resources Needed	Incentives and access to outside resources for Tier III supports.

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Timeliness in the completion of IEP's.	Power BI Data (June 2022) Data shows that 70% of initials were completed in a timely manner.	Teachers are not providing the SBST Team with information related to the child in a timely manner. The amount of initials opened after the RTI Data Cycles coincide with the Turning 5 Observations. Parents may not understand the rationale for having the evaluation completed. The coordination of schedules amongst the SBST Team to have a clear flow of the initials process.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All At-Risk Students	70	By June, 2023, to strengthen the quality and implementation of IEPs for All At-Risk Students, we will improve the timeliness in the completion of initial evaluations by an increase of 10%, from 70% to 80, as measured by Power BI Data .

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	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Power BI Data Report	Increase the timeliness in the completion of initials	70%	By November 2022, there will be a 3-point increase from 70% to 73% in the timeliness in the completion of initials.	By March 2023, there will be a 4-point increase from 73% to 77% in the timeliness in the completion of initials.	By June 2023, there will be a 3-point increase from 77% to 80% in the timeliness in the completion of initials..

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	01/29/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	School Assessment Team will hold monthly meetings, analyze assessment data, and communicate with all stakeholders.
09/08/2022	01/09/2023	Develop appropriately rigorous standards-aligned annual goals	Teachers will engage in professional development to review and analyze school goals.
09/08/2022	01/29/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	School Assessment Team will hold monthly meetings, analyze assessment data, and communicate with all stakeholders. SIT Team will meet to review, analyze and adjust statements as needed.
09/08/2022	01/29/2023	Ensure that programs and services mandated on each student's IEP are delivered	Meet with all service providers as they receive and review their caseloads. Service providers will create and submit their schedules to administration. Monthly related service report data will be reviewed and monitored.
			N\A
09/08/2022	01/29/2023	Conduct IEP meetings within specified compliance dates	IEP Teacher and Family Worker will create a calendar listing all due dates of IEPs. Teachers will attend professional development to review the cycle of an IEP and best practices for pacing. The administration will review SESIS Compliance Reports to ensure the timeliness of meetings.
09/08/2022	01/29/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Provide professional development on the RTI Process. Admin/SBST will meet monthly to discuss and review referrals. The principal will conduct a meeting with all parents requesting an evaluation to inform them of the RTI process.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Provide families with timely information regarding provision of services and the services that families are entitled to.	
09/08/2022	06/27/2023	Weekly outreach from providers during Parent Engagement regarding the timeliness of services provided to their child.	

Human Resources	School Assessment Team
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Student reads below grade level as measured by the Amira benchmark assessments.	Guided Reading	Small Group	During School	No
Tier 2	Student performs below grade level on mathematics exams.	Guided Math	Small Group	During School	Yes
Tier 3	Student performs below grade level on mathematics exams.	i-Ready Reading/Math Skills-Based Lessons	One-to-One	During School and After School	Yes
Tier 3	Student has not made academic progress in Tier 1 reading instruction.	SPIRE Phonics Intervention Program	Small Group	During School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Staff recommendation of student struggling with development of SEL skills	Mentor Program	Small Group	During School	No
Tier 2	Students identified by staff as having a high level of student-to-student incidents during OORS data analyses	Restorative group counseling support (8-week cycle)	Small Group	During School	No
Tier 3	Staff recommendation of students identified as STH and/or Economically Disadvantaged	Restorative Practices Formal Conference	One-to-one followed by a formal group meeting	During School	No

Students in Temporary Housing (STH) Support

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

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.	55

Describe the services you are planning to provide to the STH population.	The school community at PS 160 understands the impact that homelessness and poverty have on student's academic progress. We take a holistic approach by providing concrete services, academic interventions, and social emotional support to Students in Temporary Housing (STH). Our goal is for STH to achieve at their highest level. All STH are given a school uniform, and additional clothing at the beginning of the year. They are provided with two sets of pants and tops, one sweater, socks, a hat, gloves, and one coat. School supplies are also provided twice a year which includes a backpack, notebooks, pencils, paper, folders, markers, and crayons. Academic Intervention Services in ELA, math and ENL are offered before and during school. Additionally, students in temporary housing can enjoy school trips with their teachers and classmates. Resources within the community are provided to families to assist with accessing benefits, medical care, and mental health support. Students are given the opportunity to engage in at-risk counseling if necessary. The PS160 Attendance Team also offers targeted support so students attend school every day. Our STH liaisons assist with transportation issues like obtaining Metro Cards for families or securing busing for eligible students.

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

Parent and Family Engagement Policy

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

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP)

goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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

Support for Parents and Family Members of Title I Students
PS 160Q will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 160Q, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

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

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	28
Borough:	Queens
School Number:	PS 160

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	Tiffany Hicks
Assistant Principal	Cheryl Place / Cheryl Bender
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Andrea Holland / Gregoria Giannou
School Counselor	Francis Amey
Teacher/Subject Area	Maryann Tenney
Teacher/Subject Area	Dominique Lee
Parent	Lisette Rivera
Parent Coordinator	
Related-Service Provider	Catherine Frangella

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	527
Total number of current ELLs at your school:	83
Total percentage (%) of current ELLs at your school:	15.75
Total number of former ELLs at your school:	6
Total percentage (%) of former ELLs at your school:	1.37

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	The English as a New Language model of instruction provides English Language Learners with the English Language necessary for their core content areas. It assists them with the necessary language supports needed based upon their English language proficiency. The ELLs are in the ENL classroom for stand-alone services based on the number of mandated units as per CR Part 154. When students are pulled out of their classroom, the ENL teacher integrates language and content instruction. The content area instruction is delivered in English with home language supports. Scaffolds that are appropriate, are provided to individual students so that they are able to be successful in core content areas. The classrooms are made up of ELLs with different levels of English proficiency. Scaffolding and differentiation address the needs of all students in the classroom. After the introductory mini lesson, students are grouped according to their proficiency levels to enhance productivity as well as support students who require more specific attention and accommodations in the designated areas of instruction. For stand-alone ENL classrooms, the teacher incorporates a variety of phonemic awareness, phonic instruction and grammar activities. This is in addition to the standard grade curriculum. This is to help ELLs with their reading comprehension and reading performance. ELLs and Former ELLs continue to receive their ENL mandated minutes and services based on their level of English language proficiency. This includes stand-alone and integrated instruction as required per CR Part 154.
Integrated English as New Language (ENL)	The ENL teacher pushes into the classroom for Integrated ENL services for the number of mandated units as per CR Part 154. The ENL teacher works in close collaboration with the classroom teacher in order to provide supports needed in the content areas. Both teachers meet and collaborate to ensure lessons will be delivered coherently with clear language and learning objectives. Classrooms consist of students with different levels of English proficiency. Therefore, scaffolding and differentiation is needed to address the needs of all students. For Integrated English as New Language service, the focus is on content area while building student's English Language. The ENL teacher incorporates all language domains when scaffolding lessons. During a lesson, the class, as a whole, participates in the mini-lesson and then ENL students are grouped together for differentiated instruction on the same topic. Students are not at the same proficiency level, so scaffolds are provided when needed to address their individual needs. The classroom and ENL teacher plan lessons together to ensure all objectives are met with the most effective results. Each core subject is scaffolded for the ELLs to meet their needs and requirements.

Bilingual Education (If applicable)
 	
    ▪ Transitional Bilingual Education (TBE) program
    ▪ Dual Language (DL) program
	Not Applicable

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?	English proficiency levels of Entering and Emerging will receive 2 units or 360 minutes of instruction in Stand-alone ENL and Integrated ENL per week. English proficiency levels of Transitioning and Expanding will receive 1 unit or 180 minutes of instruction in Integrated ENL/ELA per week. English proficiency levels of Transitioning and Expanding will receive 1 unit or 180 minutes of instruction in Integrated ENL/ELA per week. English proficiency level of Commanding will receive .5 units or 90 minutes of instruction per week of Integrated ENL in ELA/Core Content Area. This can also include other approved ELL services for two additional years after reaching Commanding proficiency on the NYSESLAT. All classroom teachers with ELL students are provided with a complete schedule from the ENL teacher indicating the time for stand-alone and integrated services for the students in their classroom. As per CR-Part 154, student proficiency levels as well as mandated minutes are communicated to the classroom teacher from the beginning of the school year. this will ensure that all teachers who service the same students can work more efficiently and more productively to meet the specific needs of all students. Particular attention is given to the subject content per grade to ensure that all instructional and language objectives are met to the fullest extent possible. ELLs are programmed in STARS depending on their proficiency level. Schools are sent an English Language Learner Data Update Report (EDUR) monthly. It provides us with important data such as a list of active students, data by proficiency levels and students who are programmed into STARS. This report ensures that all ELLs are receiving their mandated minutes.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	The percentage of Newcomers varies each year. This year it was approximately .9 % of our ELL population. The SIFE population is usually very low as most of our newcomers are students enrolling in Kindergarten. SIFE students will have instruction in small groups. During small group instruction, students will have differentiated instruction for tasks using visuals as well as hands on activities. This will promote their confidence in academics of the English language. These students will also participate in the Title III ENL Afterschool and Morning programs, as well as any afterschool programs that are available to improve their performance in ENL, ELA and Math skills. Newcomer ELLs are paired with another student who speaks the same native language as them. This is done so they are not overwhelmed. In addition, newcomer ELLs are provided with many visual aids to elicit language development. Imagine Learning, I-Ready and a newly-incorporated platform, Sound Reading are used by our newcomers as vocabulary building , phonemic awareness and phonics instruction. Newcomers also participate in the Title III ENL After school and Morning programs as well as other Afterschool programs offered. To prepare our ELLs for the ELA test, practice tests and practice books are provided so students are aware of what is expected of them. Students are also taught different test taking strategies to use for reading comprehension as well as their writing responses. Developing ELLs are placed in small groups so instruction can be differentiated to the student's specific needs. This is to improve their language development through core content. If an ELL is considered a long term ELL (4-6 years) they will receive an extra period of ENL instruction which consists of small group instruction. During this period, students will receive targeted instruction on improving their reading and writing skills. Former ELLs will continue to receive services up to two years after exiting ELL status. The ENL teacher and the classroom teacher co-plan. Language objectives will be included in daily lesson plans. This is to support English language development as well as scaffold text complexity to make content accessible for our ELLs. For our SIFE students, there is a large gap in their content knowledge for their age. To address some of these gaps, SIFE students will be given appropriate texts at their reading level as well as be provided with foundational literacy skills. Also, teachers will be made aware of the students' cultural and immigration circumstances so we are able to better understand and support our ELLs. Supporting the student's home language literacy development is very important.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	There is a very small percentage of long term ELLs. These ELLs are provided supplementary services aimed at improving their performance levels in every subject. These services may include RTI, small group instruction by classroom and ENL teacher, attendance in a morning program and/or afternoon program where intervention and reinforcement in different areas of instruction are elaborated with intense core material and areas of concern are addressed. Long term ELLs are given various options in order to accelerate their learning process and ensure that all areas of the curriculum are fully supplemented. Aside from teacher-driven intervention, long term ELLs are also given access to various online resources to help enhance their learning potential and to facilitate instruction. Such online resources include, Imagine Learning, I-Ready and Sound Reading. Developing Ells have access to all options above and are invited to attend a morning or afternoon program to further develop their language acquisition skills.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Our former ELLs are approximately 1.37 % of the ELL population. These students who are considered to be at the Commanding Level are provided with their 90 minutes of ENL instruction as per CR Part 154. Their instruction is integrated and not a pull out service. Instruction is designed in collaboration with the classroom teacher who confers with the ENL teacher about the curriculum at hand. The former ELLS are working with the ENL teacher to further develop their skills. Students are challenged with more rigorous work and are given opportunities to exercise their potential in various areas of instruction. Minimal guidance and scaffolding is usually provided in these instances as these students are more capable to work independently and successfully. The ENL teacher provides opportunities for improvement and monitors their performance and development.
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?	The results of the NYSESLAT are very close to what the ENL teachers expect from their students as the students are closely monitored throughout the year in all four modalities. The results are comparable to their report card grades. Throughout the year, the ENL teacher and classroom teacher compare assessment results for all students in language acquisition, reading levels, reading comprehension and listening skills, and speaking as well as other core subjects. By the end of the school year, at the time when NYSESLAT is administered, most students do well in the Listening and Speaking sections. As the children have been exposed to the language all year round, they tend to perform better in these modalities. As a result, across all levels, it is more common to observe higher scores in Listening and Speaking and lower scores in Reading and Writing. The Reading scores also vary with respect to each individual student's running record. A student who has reached grade level or an approaching level will most certainly do better than a student who is a struggling reader and lacks the comprehension and fluency relevant to their grade level. Another important factor in reading is how much a student has been exposed to literary text. A child who has read a variety of culturally diverse texts is more likely to perform well on the Reading and Writing portion of the NYSESLAT as opposed to a student who has never engaged in reading activities. The Writing portion of the NYSESLAT is usually the lowest scoring modality. Writing is one of the least developed modality, especially for emerging students. Students who are not proficient in their letter recognition, phonemic awareness, and commonly used high-frequency words cannot fully formulate simple coherent sentences. The teaching of writing, especially for beginners, is a long and arduous task. Students with limited knowledge of the language need to learn basic skills such as parts of speech, capitalization, and punctuation before formulating simple sentences of their own. Teachers model correct use of language by providing word banks and sentence frames to guide students. However, reading and writing complement each other and that is why the scores for each student in reading and writing are often very similar.
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?	As ENL teachers monitor each individual student throughout the year and are in close communication with the classroom teacher, they have a clear indication of how their students will perform on the NYSESLAT exam. Because ELA assessment and Regents exams test the four language modalities, their relationship to the NYSESLAT is closely related. How a student performs in ELA is characteristic of what he or she may accomplish on the NYSESLAT. On the other hand, with Math, it may vary. As Math deals with other thinking processes such as calculations rather than expressive writing, some students may perform well although their English level may be poor. However, when math involves reading mathematical problems, then the challenge becomes more intense. Therefore, for children who are new to the language, Math may also present a struggle as it incorporates language modalities that cannot be overlooked when dealing with aspects that involve more than simple equations.

4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	We do have some at-risk levels of ELLs in our school. This year, having been a very challenging one may have contributed in part to this. However, there may be many reasons that may account for low-performance levels on the part of students. The one reason that we can, in fact, elaborate on, is language. If students are not given the appropriate support and encouragement, they themselves lose interest and set themselves up for failure. Teachers must make the curriculum relevant to students, especially to students with a home language other than English. An effort must be made to build up their self-esteem and promote engagement with other students. Attendance is another factor that influences achievement. Attendance rate is important because students who attend school consistently are more likely to succeed in academics. The harmful impact of absenteeism can clearly be seen with the effects it has on school performance. ENL students in kindergarten, for example, who have not yet mastered letter recognition, phonemic awareness, and commonly used high-frequency words cannot be held back as per CR Part 154. These students who are later promoted to the first grade will continue to have the same gaps in language development that are difficult to overcome as the years go by. Children in early grades are particularly susceptible to falling behind in fundamental reading skills, which can affect future learning. As for all students, the attendance of ELLs influences their achievement. Missing school reduces opportunities for intervention that may be necessary and can lead to having a negative effect on social and emotional development. Our school has various strategies in place such as raising awareness, setting clear expectations, scheduling meetings with family members, and engaging with specialists who may implement intervention programs. Then ENL teacher is in communication with the attendance teacher as well as secretary. If attendance issues for an ELL student arise, it is brought to their attention to make outreach to that family.
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?	Our largest group of ELLs is represented by Spanish-speaking students. We also have a minority of Bengali and Haitian Creole. All documents, registration forms, and correspondence are available in all languages. Communication with parents is always executed in their preferred language. In the school itself, we do have available staff to support communication when the need arises. We strive to build positive partnerships with ELL families by recognizing that they are legally entitled to information about their child's schooling and any services the school provides in a language they understand. Our school staff has members that match the linguistic needs of our population who continually are making efforts to develop an ongoing relationship with the community. Our translators inform parents about basic things such as enrollment procedures, school schedules, child's schedule, attendance policies, bussing and transportation, breakfast and lunch options, holiday, and school closures as well as academic programs. The enrollment process for ELL families which takes place every year is always supported by bilingual staff, translated forms, welcome centers managed by bilingual staff, welcome kits that include key information for ELL families, and technology that offers translations of online forms. The Language Access Coordinator provides opportunities for limited-English proficient parents to participate in and have access to programs and services to help with thier child's education.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	Our school embraces diversity among staff as well as the student population. Diversity is encouraged to include groups of different racial and ethnic classifications to provide the participation and integration of groups of various cultural and socioeconomic backgrounds. According to our school's ethnic census report, 28% of our ELL population are Hispanic, Black students account for 38% , Native Hawaiian or other Pacific Islander count for 1%, white students account for 1%, multi-racial students account for 4% of the population, Asian students account for 15% and American Indian or Alaskan Native account for 13% of our population. Our school incorporates a culturally responsive teaching approach in every aspect of student learning to connect students of different cultures, languages and life experiences. The focus is on what different things students can bring to the classroom rather than on what students cannot do. Culturally responsive teaching creates a welcoming classroom environment where student assets are identified, and resources are explored to enhance and deepen understanding. Family outreach is important as it engages family members and helps to identify strengths and interests among students. The benefits of culturally responsive learning help to create equitable learning opportunities for all students and raise expectations by valuing students' backgrounds. By acknowledging cultural differences, educators help in shaping the thinking process of groups and individuals. When integrated into classroom instruction, culturally responsive strategies strengthen students' sense of identity, promote equity, engage students, and support critical thinking. Our ELL population is at the forefront of our planning and delivery as we aim to sustain their learning by focusing our curriculum on culturally-based materials. Culturally diverse literature is incorporated into the classroom to build relationships and to ensure students feel respected and valued. Classroom libraries have been reconsidered to include authors of diverse races as it is important to activate experiences that the children may have. Lessons are made more contextual to make it more relevant for students as they make the connection with their social community.
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?	Currently we have SIFE students as well as ELLs with IEPs. ELLs with IEPs often have difficulty exiting ELL status. Often, this is because their poor performance on the NYSESLAT. It tends to not be related to a lack of language proficiency. Usually it is their learning disability that prevents them from achieving success on the NYSESLAT. According to CR Part 154 all students, including students with disabilities, have access to receive appropriate instructional and support services. However, most students with IEPs, although they do receive the instructional support they are entitled to, have great difficulty performing well on the NYSESLAT, which assesses the students on all four modalities. Many students with disabilities go on to become long-term ELLs, event though they are orally proficient.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The main goal of our instructional team is to advocate for effective teaching methods. It is to support our teachers with the educational resources needed to maximize teaching effectiveness. With a focus on continuous learning in mind, our team analyzes data, standards, and assessments in order to align the curriculum and promote the academic progress of students. MLLs are always considered in our school's instructional design. By creating high-quality learning materials we take into account the strengths and weaknesses of all students in order to ensure that students learn efficiently. Our team uses the EDAT to gather information about our MLLs. This information is utilized when planning instruction to address the needs of all students. Student-level data of all students is carefully looked at to ensure the planning of effective lessons. This is to meet the demands of the general school population as well. Multi-cultural student interests are incorporated into lessons. This includes purposeful activities and assignments. The components of the instructional plan need to be meaningful to various student groups, therefore the selected lessons are relevant so that all cultures are represented equally.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	Core content is focused on learning experiences. How students learn and the cognitive processes that enable this learning is key when choosing how the content is delivered in each program. Teaching skills to learners is the driving force behind every design, development, and delivery of instruction. To ensure effectiveness in every lesson, the instructional design team takes into account, the learning objectives, activities used, and assessments. For example, in the teaching of English as a New Language, learning and language objectives are clearly defined for the learner. It clearly indicates what the expected outcome will be. Learning activities may include anything that is used to enhance their learning experiences. This may include visuals, audio clips, videos, animation, or even traditional activities such as shared reading. The final step in the learning process are the assessments. This may include quizzes, exams, or observations. Assessments are an important part of the cognitive process that indicate if learning objectives are met as well as if learning has taken place effectively. Our instructional design for language development is aligned with the demands of the Next Generation Learning Standards. All four modalities follow the anchor standard expectations in Reading, Writing, Speaking, and Listening as well as the Language anchor standards for academic English. Our school develops curriculum based on the New York State standards for what all students should know and be able to do because of skilled instruction. As language skills grow increasingly complex at each grade level, our instructional team integrates a variety of cross-cultural literature in Reading, Social Studies, and Science to master all language skills within real-world context. For integrated ENL services, the ENL teacher pushes into the classroom the mandated number of units as per the MLLs English proficiency level according to CR Part 154. The ENL teacher pulls out students from their classroom for the number of mandated units for stand-alone ENL services. When students are pulled out of their classroom, the ENL teacher integrates language and content instruction. The content area instruction is delivered in English with home language supports. Appropriate scaffolds are provided to individual students so they can be successful in core content areas. To assure that our Limited English Proficient students achieve the highest academic standard, we will focus on improving their Literacy and Math skills. ENL teachers will differentiate the curriculum as well as incorporate ENL strategies in accordance with the Next Generation Learning Standards. Academic development will be supported across all content areas. Scaffolding strategies used to support language development include six main types: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. Instruction for our ELLs is in English to promote second language acquisition. The instructional approaches used to make content comprehensible as well as enrich language development include hands-on activities, modeling, role-playing, storytelling, music, repetition, visual aids, and choral speaking.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	Teachers of MLLs incorporate instructional strategies to accelerate English Language Development such as: teaching language skills across the curriculum, direct instruction such as modeling, brainstorming, scaffolding instruction and activating prior knowledge. Teachers aim to cultivate relationships in order to help MLLs become culturally responsive. Teaching language skills across the curriculum while incorporating Tier 1, Tier 2 and Tier 3 vocabulary is essential. Teachers emphasize productive language to help students assimilate into the culture of the classroom. Teachers work at student pace to ensure active participation from all students. We use multiple modalities to allow for differentiation within the classroom. We incorporate students native languages through the use of technology. For example, videos and realia.

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.S. 160 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our MLLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment. Instruction for our MLLs with IEPs uses grade-level content which has been modified using specific ENL instructional strategies. When scheduling MLLs with IEPs, students are placed into small groups and integrated into instruction with their grade-level peers. The needs of MLLs with IEPs are reviewed at monthly Pupil Personnel Committee meetings as well as Annual IEP meetings.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	P.S. 160Q uses information from the ELL Data Analysis Tool and the RLAT to identify those students who make progress on the NYSESLAT. The EDAT identifies students who increased their proficiency level on the NYSESLAT as well as how students performed across each modality. The data patterns and proficiency levels help create the curriculum needed to address all language needs. To assess reading levels, we use HMH assessments to keep track of how students are progressing in fluency and reading comprehension. RAZ Kids is a computer program that is used for reading. I-Ready diagnostic scores are used to assess common core standards in relation to the grade level in both Reading and Math. Teachers compare this data with other assessments and daily performance when making instructional decisions. The Special Education Department uses SPIRE to provide intensive reading intervention. Imagine Learning is a computer based program to evaluate students' knowledge of basic language skills and help guide ENL instruction to focus on targeting specific skills across the grade levels during standalone and integrated ENL instruction.
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.	In ELA we provide small group reading instruction in phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Effective literacy instruction can help ELLs in the elementary grades. Our intervention groups are focused and intensive and aim at helping English learners who have been determined at risk for reading problems. Explicit, direct instruction is given by a qualified teacher who conducts lessons based on the student's reading assessment data and other indicators. The programs we use are SPIRE or Guided Reading. These programs are effective as multiple opportunities are given to the student to respond to questions. Students can practice reading both words and sentences, either in a small group or with a peer. Clear feedback is given from the teacher to help the student realize errors. The reading program covers all areas of language development using explicit instruction. When students have daily instruction in small homogeneous groups, they make gains in reading. Students who make solid progress based on ongoing assessments can accelerate their learning by being placed in higher performing groups. Early readers spend much time in mastering foundational skills in phonemic awareness and phonics. Primary readers read the same text many times over the course of a week. First, the teacher reads aloud while the students following their books. Students, echo-read, choral-read and finally partner read. Our school uses data to guide instruction for MLLs within the Response to Intervention (RTI) framework. Students in need are screened or identified. Ways to improve instruction as well as student's chance of success are evaluated. Continuing progress is monitored by the teachers to track student performance and rate of learning. A multi-level prevention system focuses on high quality core instruction, targeted instruction in small groups or individualized intervention for students who have little response to the other prevention levels. For Mlls, a significant challenge is in determining their knowledge and skills in their first language and their understanding and performance in their second language. Some students have adequate knowledge in their first language (e.g. Spanish) but their literacy skills in their second language (English) may be very low. Other students may demonstrate low literacy skills in both languages. Before appropriate interventions can be designed, teachers should know their students' home language, contextual considerations and their cultural backgrounds . This information will allow teachers to make appropriate decisions about ways to interpret their screening and assessment results. ENL teachers and general education teachers regularly participate in professional development to acquire new knowledge about best practices in ENL services and RTI. There is a morning program to target ELLs who are in need of math intervention services. The program uses picture cues as well as math manipulatives to assist students in acquiring the language skills needed. All programs offered to our Mlls are in English. This is to help students acquire the language needed to be successful.

a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	For all students, including MLs/ELLs, P.S.160Q provides targeted intervention for students following the Response to Intervention (RtI) framework. If an ELL student scores below specified levels of performance on the NYSESLAT and or ELA State Exam, the school determines the additional support services to be provided to the student, such as Tier II RtI instruction. This intervention is provided in the classroom by the ENL teacher and/or the classroom teacher using a variety of resources such as literacy program resources, i-Ready student-specific or standard-specific lessons, RAZ Kids literacy resources, Imagine Learning or Great Leaps. One intervention program that our school utilizes to target language skills for our ELLs in ELA is Imagine Learning, a computer-based acceleration program following the RtI model. It focuses on target intervention for ELLs in the areas of phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis. Mll utilize Imagine Learning 20-30 minutes per day 3-4 times per week. This program is structured to allow ELLs to transition from their native language to English as they become proficient within the program. Imagine Learning is offered in a student's home language as well as in English. Another intervention program for our ELLs in ELA is Raz-Kids online. This program provides systematic and explicit instruction in language structure and vocabulary use. Our MLLs in all proficiency levels, utilize RAZ KIDS online which offers step-by-step instruction and practice in foundational skills as well as higher-level reading skills. RAZ KIDS also provides a read-aloud option for students who need the audio intervention. Students also have access to i-Ready Reading and math computer programs. iReady offers RtI intervention for the ELLs and former ELLs who are not progressing at an appropriate rate in a Tier I setting. It can be accessed both at home and at school. In addition, teachers assign lessons on iReady based on students' needs. This program scaffolds instruction in the specified skill and provides the opportunity for students to meet the standards that are targeted. Classroom teachers, in collaboration with the ENL teacher also provide Tier 2 instruction to meet the specific needs of our ENL population.
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	The formative assessments used include HMH assessments for the the early literacy skills of our Mlls. The data used for the assessments include skills such as letter identification, word identification, concepts of print, a spelling assessment and a text reading to determine the students' independent reading level. HMH assessments are also used as an assessment for grades 3-5. It is used to assess the independent reading level of students. The data from the assessments include the students' ability to retell as well as answer inferential and literal questions. Other information such as oral fluency, reading rate, and word recognition are assessed. Other formative assessments include pre-assessment writing and on-demand writing which are given before each new unit of study to determine the starting point for each student. The data can be used to differentiate instruction and create small groups in order to target the skills needed to improve the early literacy skills of our Mlls. I-Ready is used to assess Reading and Math. Reading Plus is a program we use to assess each individual student's fluency. In combination with teacher-created assessments, the data is used to inform teachers of student strengths and weaknesses as well as to drive instruction. We look for trends in the data to plan whole class lessons and we evaluate individual scores to form small group instruction. Additional data is compared, evaluated, and shared with each student on a regular basis. In formative assessments, we use low-stakes assessments that are important and useful as student data. Brief quizzes, entry and exit slips, Padlet is also used to see where students stand. To measure progress or retainment of essential content we use tools like Google Classroom's Question Tool or Google Forms. Quizzes are often created with Quizlet, Kahoot, and Pear Deck. In the classroom we often use discussion-based assessment methods by having interview assessments with each individual student. This type of assessment helps students feel at ease while the teacher gets a sense of what they know. Structures to support students will be implemented to allow for rigorous instruction and inclusive curriculum and assessments. Our MLLs will be provided with culturally responsive supports and equitable access to resources and opportunities. These supports will help our MLLs succeed.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Spanish ELLs are administered the Spanish LAB-R if they didn't reach a commanding proficiency level on the NYSITELL. The Spanish LAB-R will measure their fluency in their native language. In addition, MLLs in grades 3-5 have the option of taking the New York State Math Test in their native language. Informal assessments and classroom observations are given during scheduled class time. Apart from the NYSESLAT exam, some accommodations are provided to MLLs in reading. These include a reduced reading load, vocabulary instruction, pre-reading strategies, thinking maps and reading strategies. A translation of the reading material is also made available to students when applicable.

SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	Summative assessments used include end-of-unit and chapter tests as well as running records as a baseline. State Exams are also looked at in order to identify a baseline, progress made, the skills that need to be improved as well as what grade level standards need to be addressed. Our summative assessments focus on the outcome of a program and evaluate student learning in an instructional unit while comparing it to a benchmark. These assessments are essential to the learning process as they determine whether the learner is ready to move on to another level. The NYSESLAT annually assesses the English Language Proficiency level of MLL enrolled in the school. The test scores give teachers, parents, and students important information about students' English language development. The results from the NYS exams help to support our instruction, helps to determine whether students are eligible for certain programs, and provides valuable information on student progress toward mastering grade-level learning standards.
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.	All MLLs were administered the NYSESLAT exam in the Spring of 2022. The ENL teachers were able to complete all three sections of the NYSESLAT exam for grades K through 5. MLLs continue to receive their mandated services during the testing period.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	Instructional strategies such as visuals, modeling, and small group interventions in the core content areas such as math, science, and social studies are supplemented by collaboration amongst ENL and classroom teachers in order to build Advanced Literacy skills. Teachers isolate skills and develop strategies based on the Priority Learning Standards and Next Generation Learning Standards. There are many instructional strategies and grade-level materials that teachers use to provide multiple entry points for ELL- SWDs in academic content such as hands-on tactile manipulatives, Total Physical Response (TPR), and use of audio and visual inputs. Instructional activities are delivered via SMART boards where students can interact with the lesson. ELL-SWDs students also have access to all services offered in the school setting such as counseling, occupational therapy, physical therapy, and speech services. ELLs who are also SWDs continue to receive language support during synchronous and asynchronous instruction, in addition, to support from online digital tools that promote vocabulary building and language accessibility. For work products, students are given choices such as using Flipgrid videos or visuals such as concept webs to demonstrate their understanding of concepts. Examples of other online digital tools include enVision Math digital math tools which provide students the opportunity to verbalize and show their thinking.
b. SIFE	SIFE students receive sheltered instruction, which includes modifying the content so that subject matter is more comprehensible to students with limited vocabularies. Use of visuals, collaborative learning activities, and demonstration are utilized for all ELL instruction but are specifically targeted to SIFE students. In addition, SIFE students receive RtI three times a week targeting foundational skills in an age-appropriate manner for the five pillars of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Also, student access to literacy-rich environments and print materials are provided to facilitate comprehension.
c. Newcomer	We welcome newcomers by placing them in a setting that is nurturing and one that allows them to have a successful transition in the academic environment. ELLs in school less than 3 years are seen for eight 45-minute periods per week. This gives each newcomer 360 minutes in the ENL classroom where he/she receives intensive English language instruction. This allows students to adjust to their new surroundings and enables them to function effectively in their regular classroom. Students are grouped appropriately with other students who are not only on their proficiency level but students who are able to encourage and support them in acquiring the English language. Newcomers are also paired with students that are fluent in their native language. In every case, once a student arrives at the school, initial assessments will be given promptly and appropriately used to ascertain proficiency in the four modalities. During integrated and stand-alone instruction, we incorporate Advanced Literacies to build English language skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes. ENL teachers and classroom teachers will collaborate throughout the year to ensure that the special needs of each ELL student is being addressed and met in the general education classroom setting. Classroom content/instruction for ELA is modified and scaffolded by the ENL teacher to make sure that it is accessible for our ELL's regardless of their language proficiency level or years of experience. These students will be grouped appropriately with other students who are able to engage with and support them in learning English during synchronous learning. Scaffolding strategies will continue to be utilized throughout synchronous and asynchronous learning, utilizing Google Classroom tabs and accessibility icons, such as Google Translate, adding images, audio, and/or video.
d. Developing	Our developing students are in the Transitioning/Expanding levels. We target vocabulary, word analysis, and sentence and text structure in reading and writing by implementing Advanced Literacies concepts. Our teachers utilize visuals as well as sentence frames to help students develop their vocabulary use. In addition, teachers will implement guided reading as part of our HMH Reading curriculum, and the ENL teacher will continue to scaffold instruction for ELLs to engage in grade level content.
e. Long Term	Once students are identified as the long term ELLs, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact these students' achievement. Students who have not met adequate performance in listening, speaking, reading, and writing based on previous years' NYSESLAT exam will be targeted for additional support in instruction. Such support consist of the ENL and classroom teacher planning and collaborating using the HMH Reading program, enVisions Math curriculum, utilization of Next Generation and Priority Learning Standards, foundational skills data, and analysis of electronic data tracking to observe trends and develop individualized students' goals for literacy and ENL. We also utilize RtI to target any weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation. Computer-based programs such as Imagine Learning and STARFALL target literacy specifically for ENL students. Long term ELLs may also be discussed with the IEP teacher and Pupil Personnel Team to identify if other supports are needed.

f. Former ELLs up to two years after exiting ELL status	Students who are former ELLs continue to receive two periods/90 minutes of support throughout the school year. ENL teachers continue to help classroom teachers with strategies and planning. Former ELLs can receive up to double time on state exams for up to two years as well as bilingual glossaries, separate location, and oral translation for languages other than Spanish. These supports allow former ELLs to be more successful on exams and in their classroom setting. Former ELLs continue to receive two periods of instruction. During this time, they work with the classroom or ENL teacher in small groups to develop Advanced Literacy Skills.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	At this time our school only offers an ENL program. In order to support home language and provide access into the curriculum, classroom and ENL teachers utilize bilingual glossaries and native language libraries as well as pictures, word walls, word charts and other visuals. When necessary, bilingual paraprofessionals are assigned to students who need more intensive language support. In addition, students of similar language backgrounds are often paired during classroom activities to provide language support. Student assessments and class work are translated when possible. We also utilize the DOE Translation and Interpretation Services for learning and communicating with families during conferences, parent meetings, and IEP meetings. When students register for our school, it is determined whether they are transfer students from another DOE school or if they are new to the city school system. If the student is a transfer, we review his/her ATS profile to determine ELL status, ensure we have the original Home Language Identification Survey (HLIS), and implement the appropriate program accordingly. For new admits, the parent will complete the HLIS, to identify the home language. The ENL teachers then interview the student and parent. They ensure that students are appropriately evaluated in their native language by administering the NYSITELL and Spanish LAB to native Spanish speaking students. Students in the NYS testing grades (3-5) have the opportunity to take the NYS math, and NYS Science exams (4th grade) in their native language, and students with a different native language are provided an interpreter. Teachers also provide translated assessments when and if possible to the English Language Learners. An RLAT is reviewed to ensure students who are new admits or transfers receive entitled services.
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?	Not Applicable.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	ENL teachers join the Queens South MLL Community on Microsoft Teams to stay updated on all changes and support for our ELLs in SEL and Trauma care. Professional Development continues to focus on Advanced Literacies, Priority Learning Standards, and Next Generation Learning Standards, and CR-SE, to meet the needs of our ENL students and ELLs with an IEP.
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).	Professional development is an ongoing process at P.S.160Q. Our teachers receive the required amount of professional development hours (15% total hours ELL-specific PD for all teachers and 50% total hours ELL-specific PD for ENL teachers). This professional development schedule will address ENL strategies and will be conducted by the ENL licensed school teachers and administration. These workshops are given to general education teachers, cluster teachers, paraprofessionals, and special education teachers. All teachers, including ENL teachers, engage in school-led and self-led intervisitations in order to observe best practices from model classrooms throughout the school on various grade levels. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal-setting initiatives for strategic instruction. Specifically, these workshops focus on the Raw to Scale Score Conversion Chart results that specify the range of ability within speaking, listening, reading, and writing designated to each ENL student. Outside consultants, such as Teachers College provide professional development offered to the teachers and staff. Topics usually include ELL instructional strategies, teachers creating materials for the ELL classroom, ELL strategies and centers for families, and preparing for the NYSESLAT. ENL teachers also receive ongoing professional development through the Queens South NYCDOE Borough Office.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	Our school is committed to developing and implementing a parent policy that fosters a partnership between the home, school, and community. All parents in our school are invited to become active participants in our school community, including parents of ELL students. Information for parent involvement is made accessible to all families through translated materials sent home and visible throughout the school. Our School Aide translates at events to other parents and families. The Translation and Interpretation Unit is utilized, when needed. Our school ensures that all families are updated and provided with information on how to support their child's social-emotional learning development via ClassDojo. We also provide ENL families with additional support and resources to encourage supportive relationship building at home. The active participation of parents at these events allows for open communication and to address and supplement parent concerns and needs proactively. Letters and surveys are also utilized to obtain parent input for those who are unable to attend. Our school utilizes Class Dojo and Operoo which provides web-based translation in 30+ languages, to keep families informed of upcoming events and important information about the school's goals. Parents are able to communicate with the teacher and other staff members via this platform, as well. Program features include, but not limited to the translation of fliers, homework packet instructions, emails and web pages.
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.	Our ENL staff meet with the parents or guardians individually at least once a year, in addition to parent-teacher conferences, initial parent orientations, and other scheduled meetings. This provides parents or guardians with the opportunity to discuss the goals of the program, their child's language development progress, and their child's English language proficiency results based on the NYSESLAT. A hard copy of the NYSESLAT score also provides the parent with ideas for supporting their child, as well as additional resources. This meeting, which includes other school staff, when necessary, informs the parents about the child's language development. Bilingual staff serve as interpreters when needed or teachers utilize the DOE Translation and Interpretation Services. Attendance is recorded and kept on file for all meetings. We will continue to provide parents the opportunity to meet virtually through Zoom, as well as communicate through Class Dojo, emails, and phone calls. For translation, we utilize the DOE Translation and Interpretation Services or bilingual staff, when needed. Meetings will be organized at times that are convenient for parents. During the meeting, parents are introduced to the goals of the ENL program. They will also receive emails to sign off on whether they agree to the ENL services being offered to their child/ren. For continuing ELLs, we will utilize Class Dojo as it translates messages into 30+ languages.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	Our school hosts several events to which all ELLs and their families are invited. These events include but are not limited to: Cooking with Friends, LEAP Family Workshops, Career Day, Family Nights, Field Day, Parent-Teacher Conferences, and many parent workshops. During remote and blended learning, we ensured that multiple staff members, such as school aides and paraprofessionals, are engaged with families to provide support with technology, attendance, submitting work on Google Classroom, and connecting to Class Dojo. Many of our support staff are bilingual and their services are utilized to keep students and parents engaged with learning.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	All services and resources correspond to our MLLs age and grade level. At the time of registration, whether students are new registrants or transfers, ENL teachers are notified by the school secretary or administration upon their arrival. The registration process is to ensure that students are placed in the appropriate grade. It is also to determine whether the students will need to be administered the NYSITELL and/ or Spanish LAB. Once the students' proficiency level is determined, students are programmed into STARS Classroom. This is to ensure they receive their mandated minutes according to CR Part 154. Entering and Emerging students are programmed for eight periods of instruction per week, Transitioning and Expanding students are programmed for four periods of integrated instruction. Commanding students are programmed for two periods of ENL support in core instruction. Whether remote or in person, parent meetings are conducted for new registrants by the ENL teacher to review the HLIS and informally determine if the student qualifies for ENL services. The ENL teacher will utilize translation and interpretation services, if needed, to communicate with parents as well as to interview the student. When the parent/guardian registers their child, pedagogical staff members, including the ENL teacher, meet with them. It is here where parents learn about the different programs available for English Language Learners. Some parents/guardians and students also meet with our School Administration, School Counselor, Social Worker and School Psychologist to address specific social-emotional and/or academic needs throughout the year.	
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.	Our identification team includes school administrators, secretary, school guidance counselor, social worker, the IEP coordinator and the ENL teachers. When a students arrives at our school for registration, the registration process begins with our school secretary who is bilingual . For families who speak a language other than Spanish, the Translation and Interpretation Services are utilized. The secretary provides families with the necessary paperwork. This includes the home language identification survey. The ENL teachers are present during the registration process. This way they can conduct a short interview with the parent/guardian and student to determine if there is a language other thank English spoken. If the student is determined to be a new arrival and speaks a language other than English, their Home Language code is then entered into ATS. Based on their home language code, a NYSITELL document is generated. Once the NYSITELL is administered and scored, and student's proficiency level is other than commanding, the parents are then notified. They are invited to a parent orientation to view the Parent Orientation video in their native language. The parent orientation video describes the MLL programs offered in NYCDOE schools. Parents are able to choose the program they are interested in and complete the Parent survey and selection form indicating their choice. Students are then placed in the relevant class and programmed into STARS according to CR-Part 154.	

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
Gregoria	Giannou	ENL Teacher	2020	Yes	
Andrea	Holland	ENL Teacher	2018-2019	Yes	

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

First Name	Last Name	Title

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
ARABIC	2	0.32	12	0.33
BENGALI	15	2.42	14	2.29
HATIAN CREOLE	2	0.32	2	0.33
ENGLISH	497	80.29	492	80.52
SPANISH	100	16.16	99	16.2

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	2	4
Bengali	0	1
Hatian Creole	1	1
	0	0

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: - Part III of the Home Language Identification Survey (HLIS) - Automate The System (ATS) reports - Student Emergency Contact cards - Surveys conducted by your school.	The main source of data used to gather the oral and written language preference of parents at PS 160 is the Home Language Identification Survey (HLIS). The HLIS is translated for parents in their preferred language. Every newly admitted child is reported to the ENL staff and their home language survey is scanned for the language indicators outlined in the 2022-2023 English Language Learner Policy and Reference Guide. Any HLIS that meets the testing indicators or remains unclear is then followed up with a one on one interview to clarify or confirm the results. If there are discrepancies due to an incomplete HLIS, the parent is contacted and interviewed in person for more information so that the school can accurately communicate with parents in the language they most prefer. In addition to the HLIS, we automatically receive information regarding language preferences through Operoo. An alert is sent to the ENL teachers, classroom teachers, and school staff.

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents.
Monthly Calendar	Monthly	Translation Unit
AIS Programs	Quarterly	Operoo
Family Nights	Monthly	Operoo, Bilingual Staff Members, Translation Unit
Newsletters	Monthly	Bilingual Staff Members, Translation Unit
DOE Forms	Yearly	Operoo

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	Four times per year	Bilingual staff members volunteer translation services/Translation and Interpretation Unit from the DOE
Meet the Teacher Night	Once per year	Bilingual staff members volunteer translation services/Translation and Interpretation Unit from the DOE
Title I Meetings	Once per year	Bilingual staff members volunteer translation services/Translation and Interpretation Unit from the DOE
Parent Workshops	Monthly	Bilingual staff members volunteer translation services/Translation and Interpretation Unit from the DOE

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of an emergency, the school will send a message via email and Class Dojo, through School Story (whole group) and private message. This platform translates messages into 30+ languages. Translated letters and fliers will also be sent out to notify parents for student-specific events. We will also utilize the Translation and Interpretation Unit from the DOE.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	In student-specific events, the school utilizes bilingual staff or the Translation and Interpretation Unit from the DOE to make parent outreach calls. The school will send a message via email and Class Dojo, through private message. This platform translates messages into 30+ languages.
(C) If a parent has an emergency and needs to contact the school.	In the event a parent needs to contact the school, bilingual staff will be utilized to communicate with the parent, or we will utilize the Translation and Interpretation Unit from the DOE. Families are provided with a flyer at the beginning of the year explaining how to use the Translation and Interpretation Unit from the DOE.

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	Beginning-of-year professional learning; Google Drive access; hyperlinks in school-related documents
Over-the-Phone Interpretation Desk Aid	Staff email; Google Drive access; hyperlinks in school-related documents
Language Access Handbook	Staff email; Google Drive access; hyperlinks in school-related documents
T&I Unit InfoHub Link	Staff email; Google Drive access; hyperlinks in school-related documents

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	To ensure that all staff members are aware of the goal of CR A-663, staff will receive training provided by the Language Access Coordinator. The Parent Coordinator and the Language Access Coordinator will attend training given by the DOE Translation and Interpretation Unit which will provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in Chancellor's Regulation A-663 and on resources available to support these requirements. We also turnkey the process to all staff members during PL sessions on how to access the Translation Services for parent meetings. All information pertaining to Language and Translation services is made available to all staff in the school's Google Drive.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: - Translated signage - Brochures/flyers/letters shared with parents - Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) - Messaging phone applications - Parent's Guide to Language Access - NYC Public School Guidebook	Our school displays a large multi-lingual welcome poster that is visible to all. Staff members have access to the Language Identification Guide to help determine the language spoken by a parent, an information brochure about the services provided by the Translation and Interpretation Unit, and an over-the-phone card for our school safety agent which outlines how to obtain an interpreter when needed. There are also sample 'I Speak Card' for parents. Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document. We also send information via Class Dojo an app that translates communication into 30+ languages. All school events, such as PTA meetings, and Student Led Conferences, are advertised via Class Dojo, and translated invitations are provided when possible. Parents are provided the links to the Parent's Guide to Language Access and the NYC Public School Guidebook via this system. In order to provide oral interpretation services, we have employed a bilingual secretary, a bilingual parent coordinator, bilingual teachers and bilingual paraprofessionals. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the DOE Translation and Interpretation Unit when we need to contact a parent, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete and submit an Interpretation Request Form as soon as the event has been scheduled. Our Parent Coordinator, Eileen Otero, will be responsible for ensuring that translation and interpretation services have been arranged. Our ENL Teachers, Amanda Francavilla and Nazima Ally, will notify parents of their right to translation and interpretation services.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	Feedback from parents on the quality and availability of services will be obtained from the NYC School Survey as well as informal feedback from face-to-face meetings with parents. Our school has implemented the feedback to improve language services by using the NYC School Survey feedback that parents complete. These results are then discussed with the staff to ensure that parents are receiving the language services they need.
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.	Overall, we have obtained very positive feedback from face-to-face meetings and data gathered from the NYC School Survey on parent communication. Our school will continue to utilize school-based personnel, DOE Translation and Interpretation Unit, Operoo, and Class Dojo to communicate with families in their home language. The 2021 Fall School Experience Survey results showed that 96% of families say that their school communicates with them in a language and in a way that they can understand. In addition to the best practices mentioned above, for the 2022-23 school year we are creating and family email list so that all school-wide communications can be emailed to families in addition to the other forms of communication.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

<u>DIRECTIONS:</u> 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:	Walter Francis Bishop Magnet School of the Arts
DBN:	28Q160
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	25
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	0

Describe the direct instruction supplemental program here and include the ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials	The ENL afterschool program will focus on reading, writing , listening and speaking so that our newcomers will be successful. It will also focus on their oral language development. Students in grades 3, 4 and 5 will be given additional supports in acquiring the English language through various hands on activities. Imagine learning, a research based computer program will be used by our Mlls. It is a standards based aligned curriculum used to build core reading and academic skills, while supporting the students first language. A certified ENL teacher will service the students in grades 3-5 for the afterschool program as well as kindergarten, first grade and second grade in the mornings There will be approximately 12 students in the afterschool program. The program will focus on oral language and academic vocabulary. Each student will receive explicit, targeted instruction based on their individual needs. The ENL morning program will serve students in kindergarten, first and second grade . There will be approximately 12 students It will use Imagine Learning to enhance the learning for Our MLLs. The program will focus on reading and listening comprehension, vocabulary, academic language, grammar, phonological awareness and fluency. Sounds Sensible will also be used. This program is focused on phonological awareness and phonics for reading readiness and remediation. The afterschool program will target grades three, four and five. The morning program will target grades kindergarten, first and second. The afterschool program will meet on Tuesdays and Thursdays from 2:20 p.m. - 4:20. The morning program will meet on Tuesdays and Thursdays from 7:00 a.m. -8:00 a.m. The language of instruction for both the morning and afterschool program will be in English.
Rationale	The ENL afterschool program will focus on reading, writing , listening and speaking so that our newcomers will be successful. It will also focus on their oral language development. Students in grades 3, 4 and 5 will be given additional supports in acquiring the English language through various hands on activities. Imagine learning, a research based computer program will be used by our Mlls. It is a standards based aligned curriculum used to build core reading and academic skills, while supporting the students first language. A certified ENL teacher will service the students in grades 3-5 for the afterschool program as well as kindergarten, first grade and second grade in the mornings There will be approximately 12 students in the afterschool program. The program will focus on oral language and academic vocabulary. Each student will receive explicit, targeted instruction based on their individual needs. The ENL morning program will serve students in kindergarten, first and second grade . There will be approximately 12 students It will use Imagine Learning to enhance the learning for Our MLLs. The program will focus on reading and listening comprehension, vocabulary, academic language, grammar, phonological awareness and fluency. Sounds Sensible will also be used. This program is focused on phonological awareness and phonics for reading readiness and remediation.
Subgroups and grade levels of students to be served	The afterschool program will target grades three, four and five. The morning program will target grades kindergarten, first and second.
Schedule and duration	The afterschool program will meet on Tuesdays and Thursdays from 2:20 p.m. - 4:20. The morning program will meet on Tuesdays and Thursdays from 7:00 a.m. -8:00 a.m.
Language of instruction	The language of instruction for both the morning and afterschool program will be in English.
Number and types of certified teachers	There are 2 certified ENL teachers teaching the programs.
Types of materials	Materials for the programs include : Sounds Sensible and Imagine Learning software.

Include any additional details here:	
The direct instruction component of the program will consist of (check all that apply):	,Before School,After School
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider	The ENL teachers who will be delivering instruction and services to our ELL students will attend a series of professional development sessions that will train and prepare them in addressing the needs of the students. The teachers will also be trained in how to use Imagine Learning, how to monitor student progress as well as use their data to determine how differentiation or small group instruction practices can help in order to achieve better results across all domains. The ENL teachers will attend workshops that focus on meeting the needs of ELL students as well as effective instructional practices that will bring positive results to the classroom setting. There will be a series of planned activities to assist the ENL teacher with understanding the curricula, instructional strategies and assessment measures for the ELL students. ENL teachers will attend a series of professional development workshops given by Queens South MLL Team. These workshops will explore practices and approaches that are aligned to the Chancellor's Priorities and Academic Recovery for our ELL students. The ENL teacher will keep agendas and attendance sheets in order to keep track of all meetings.
Rationale	The ENL teachers who will be delivering instruction and services to our ELL students will attend a series of professional development sessions that will train and prepare them in addressing the needs of the students. The teachers will also be trained in how to use Imagine Learning, how to monitor student progress as well as use their data to determine how differentiation or small group instruction practices can help in order to achieve better results across all domains. The ENL teachers will attend workshops that focus on meeting the needs of ELL students as well as effective instructional practices that will bring positive results to the classroom setting. There will be a series of planned activities to assist the ENL teacher with understanding the curricula, instructional strategies and assessment measures for the ELL students. ENL teachers will attend a series of professional development workshops given by Queens South MLL Team. These workshops will explore practices and approaches that are aligned to the Chancellor's Priorities and Academic Recovery for our ELL students. The ENL teacher will keep agendas and attendance sheets in order to keep track of all meetings.
Teachers to receive training	The ENL teachers. as well as teachers of Ells.
Schedule and duration	Monthly throughout the school year.
Topics to be covered	Strategies and scaffolds to support Ells in the classroom setting, Scaffolds to support ELL readers, How to use and implement Imagine learning and understanding the data from Imagine learning to help Ells within the classroom.
Name of provider	ENL teachers and Queens South Multilingual team.
Include any additional details here:	

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	There are activities targeted toward the parents of our MLLs that will impact higher achievement for their children. Interpreters for a variety of languages will be provided for parent teacher conferences. The conferences are held in November and March. Workshops are offered throughout the schools year by the ENL teachers . Some workshops include: Informational workshops to provide parents with information so they understand what school and state programs are available to help their children acquire the English language. Some topics include how using Imagine Learning will help students improve their reading skills. Information about State testing will help inform parents what is necessary for their child to be successful. Understanding the NYSESLAT and the 4 modalities needed to be successful will give parents an understanding of what their child needs to acquire the English language. Parents are given notifications of these workshops. They will receive letters sent home as well as messages sent to them through class DoJo in their native language.
Rationale	There are activities targeted toward the parents of our MLLs that will impact higher achievement for their children. Interpreters for a variety of languages will be provided for parent teacher conferences. The conferences are held in November and March. Workshops are offered throughout the schools year by the ENL teachers . Some workshops include: Informational workshops to provide parents with information so they understand what school and state programs are available to help their children acquire the English language. Some topics include how using Imagine Learning will help students improve their reading skills. Information about State testing will help inform parents what is necessary for their child to be successful. Understanding the NYSESLAT and the 4 modalities needed to be successful will give parents an understanding of what their child needs to acquire the English language. Parents are given notifications of these workshops. They will receive letters sent home as well as messages sent to them through class DoJo in their native language.
Schedule and duration	Monthly meetings. November 2022, December 2022, January 2023, February 2023 and March 2023.
Topics to be covered	some topics include: programs that are available to help students acquire the English language, NYS math exam, meeting on how students us Imagine Learning to improve their phonics and reading skills and using BrainPop to increase students academic vocabulary.
Name of provider	Andrea Holland Gregoria Giannou
How parents will be notified of these activities	Letters will be sent home in their native language as well as messages that are translated through class DoJo.
Include any additional details here:	

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	8,000	Teacher and Supervisor per session.
Purchased services -High quality staff and curriculum development contracts.	2,000	Professional Development & partnerships with outside organizations
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	1,000	Take-home libraries in home language
Educational Software (Object Code 199)	1,000	Software renewal
TOTAL	12,000	

Allocation Amount ($):	12,000
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

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

Part 4: Schoolwide Program (SWP)

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

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

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

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

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

Explanation/Background

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

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

Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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