

2022-2023

# COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	26Q173
School Name	P.S. 173 Fresh Meadows
Principal	Danielle Tweedy

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

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

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

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

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

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

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

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

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

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

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	The Fresh Meadow School
District Borough Number (DBN):	26Q173
Grades Served:	Pre K-5
School Address:	174-10 67th Avenue, Fresh Meadow, NY 11365
Phone Number:	718-358-2243
Fax:	(718) 358-2989
School Contact Person:	Danielle Tweedy
School Contact Person Email Address:	dtweedy@schools.nyc.gov
Principal:	Danielle Tweedy
United Federation of Teachers (UFT) Chapter Leader:	Maria Tsisinos

Parents' Association President:	Oswald Cheung
SLT Chairperson:	Amy Tam Liao
Title I Parent Advisory Council Chairperson (PAC):	N/A
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:	Aimee Winick

## District Information

Geographic District:	26
Superintendent:	Danielle Giunta
Superintendent's Office Address:	61-15 Oceania Street Bayside, NY 11364
Superintendent's Email Address:	dgiunta@schools.nyc.gov
Phone Number:	718-631-6943
Fax:	718-631-6996

## 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	
Danielle Tweedy	Principal or Designee*		
Maria Tsinos	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Oswald Cheung	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Andrea Giliberti	Member/Teacher		
Kaila Labriola	Member/Teacher		
Amy Schier	Member/Teacher		
Zunaira Shuja	Member/Parent		
Sarah Harris	Member/Parent		
Tracy Yun	Member/Parent		
Debbie Moy	Member/Parent Coordinator (optional)		

## **Additional Stakeholder Signature Page**

**Directions:** Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement

Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

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

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

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Recognition
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Provide your school’s mission statement:	To create an environment where children and adults: -Speak with confidence and respect -Engage in purposeful and challenging tasks -Develop talents and nurture curiosity -Accept differences and develop empathy -Feel safe, supported, included and welcomed into the school community
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

PS 173Q, The Fresh Meadow School, is a Pre-K to 5th grade elementary school with over 880 students. Our student body is very diverse with students speaking over 25 different languages. In order to serve the students and community the best we can, we have a strong ENL department of three ENL licensed teachers. In addition, we meet parent choice of putting their children in a dual language program. Our program begins in 1st grade and continues through grade 5 with one class on each grade. We were the first school in District 26 to offer a Mandarin Dual Language program and, despite the obstacles of the COVID-19 pandemic we were able to continue to provide our Dual Language students with instruction in English and Mandarin during the 2020-2021 school year and have continued to strengthen the program as we have transitioned back to fully in-person instruction. It was our priority during the 2021-2022 school year to assess students both academically and socially emotionally so that we can meet them where they are and build them up. We will continue to meet our students where they are using multiple forms of data to inform instruction. Data sources will include NYS ELA and Math exams, computer adaptive assessments such as iReady Reading and Math screeners, Acadience screeners in the lower grades as well as the DESSA social emotional screener. This school year PS 173Q will continue to emphasize developing more diverse supports for academic intervention using the Multi-tiered System of Support. We have been working closely with the District 26 team and Queens North to train teachers in more specific methods of data collection so that we can better ascertain which interventions are necessary. In addition, we will strengthen fidelity in new intervention materials such as Heggerty and Foundations so that we can better address student needs at the Tier 1 and 2 level. In addition, we will continue to grow our vocabulary instruction practices through backward planning and classroom visits to check fidelity. PS 173Q has been prioritizing Social Emotional Learning over the past several years. In alignment with the District and Chancellor's vision of Equity and excellence, the school created classroom charters and mood-meters using the Ruler Approach. We have engaged in comprehensive professional learning about these topics and we had developed a student-led "SEL Ambassadors" team whose role it is to assess and build our RULER practices as well as check on implementation of Equity topics. During the 2021-2022 school year we piloted our Mindset Monday Google classroom to promote school-wide growth mindset and equity topics such as perseverance, courage, tolerance and empathy. We will continue to revise and grow our Mindset Monday resources for the new school year. In addition, we have begun to coordinate a comprehensive PBIS style, Chameleon Coin program, beginning with lunch and recess. We will continue to grow this concept using DESSA and OORs data to inform our planning. In addition, PS 173Q has prioritized the work of Equity, creating a comprehensive Equity Team, our "Champions for Equity", across stakeholder groups including administration, teachers, paraprofessionals, related service providers and parents. During the last several years we have done some deep thinking around gender and race, which culminated in collaborative curriculum planning to tie the work of SEL to Equity through monthly focus areas with a strong tie to literature. During the 2021-2022 school year the team delved more deeply into our personal stories around immigration and people with disabilities. This school year we will delve more deeply into body image and we will be integrating storytelling into our Monday afternoon PL plan. Another one of our goals for the 2022-2023 school year is to continue to grow our newly formed "Ties That Bind" group, which represents students and parents working together toward our Equity goals. In order to grow our work in the Civics for All initiative we will engage in a student council-led "Community Week" during the first few weeks of the school year. In addition we will identify grade-wide community services projects. In addition, we will grow participation in the Soap Box Challenge. Lastly, all classes will engage in Civics for All lessons throughout the school year using our very own teacher created Google Classroom resources organized by grade and civics theme. Teaming structures will be fine-tuned this school year. Teachers will meet in grade teams to look at data and plan through an inquiry lens as well as vertical teams to engage in planning around topics such as reading, writing, vocabulary, mathematics and SEL/Equity. The purpose of these teams is to create structures for backward planning so that topics can be as connected and integrated as possible. In addition, teacher and staff will continue to engage in Chameleon Committees to strengthen staff relationships and build structures such as community service projects, Kindness initiatives, student teams beautification projects. The PS173Q PTA is one of the most active groups of parents in District 26. They have worked hard to make our Chameleon hopes and dreams come true through events such as Halloween, Winter and Spring Boutiques and Carnival. In addition, they have been growing community efforts such as school grounds beautification as well as community services such as clothing and books drives. Their hard work and volunteerism have impacted on many areas of teaching and learning and will continue to support us meeting our goals in the upcoming school year.

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	TCRWP	-iReady, Acadience, Raz Kids, Epic
Math	K-5	Envisions 2020	-iReady
ELA and Math	Pre-K	PreK for All	
Foundational Reading Skills	K02	Foundations and Heggerty	

## 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)
Phoneme Segmentation and first sound fluency in K-2	Acadience, MOY, 2022	- lower grade curriculum does not sufficiently address the areas of phonemic awareness and first sound fluency -lower grade proficiency - due to the pandemic many students did not get the foundational skills they needed in Pre-K - wearing of masks has interfered with the visual learning students usually get from watching their teachers mouths as they articulate sounds.
Overall Reading Proficiency (3-5)	iReady, Spring 2022, MOY; 37% on or above grade level	- according to the data students are struggling to comprehend fictional and informational texts as well as understanding vocabulary which is affecting overall reading proficiency -students do not understand vocabulary which interferes with comprehension -core instruction does not explicitly address vocabulary instruction -Due to pandemic students have not been exposed to language and have not had as many real life experiences -Teachers need more training in looking at data to identify students needs and coordinate resources to create appropriate interventions via small group, stations and/or centers
Overall Reading Proficiency (K-5)	TCRWP Running Records, March 2022; 51% (Level 3/4)	- due to the pandemic students have had interrupted literacy instruction and lack the foundational reading skills necessary to fully comprehend their reading -Lack of appropriate reading materials in classrooms, students need more variety, high interest books
Student growth ELA in Multi-racial, Hispanic and White subgroups	State Accountability Report 2019-2020	-for Hispanic students, issues with child care contributing to higher rates of chronic absenteeism and therefore loss of learning. -specific students with social emotional needs in both sub-groups which also contribute to loss of learning. - curriculum lacks diversity, making it more difficult to engage students from diverse backgrounds -teachers struggle to address students below grade level

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



Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	68% proficient	By June, 2023, Elementary/Middle School ELA for All Students will Increase 7%, from 68% proficient to 75% proficient , as measured by ELA State Test 2022.
Students with Disabilities (SWD)	31%	By June, 2023, Elementary/Middle School ELA for Students with Disabilities (SWD) will Increase 5%, from 31% to 36%, as measured by NYS ELA Exam Results .
English Language Learners (ELL)	21%	By June, 2023, Elementary/Middle School ELA for English Language Learners (ELL) will Increase 10%, from 21% to 31%, as measured by NYS ELA Exam Results.

#### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/28/22			
iReady ELA	Level of Proficiency (Levels 3 and 4)	October 2022	29%	51%	75%
iReady ELA	Level of Proficiency	Fall 2022	30%	40%	50%
iReady ELA	Level of Proficiency	Fall 2022	10%	15%	20%

#### **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	01/29/2023	Continue to develop MTSS Team to examine screener data in order to ascertain an instructional focus for the school year and develop a plan to support students within the Multi-Tiered System of Support in which tiered academic interventions are paired with social-emotional learning supports. -Work with K-2 teachers to fully implement multisensory language instruction via Foundations and Heggarty with fidelity -Phonics instruction in 3-5
08/31/2022	01/29/2023	Provide planning time in Monday PL and via per diem coverage to grade level and vertical teacher teams to: -Maintain a routine for collecting and analyzing reading data such as iReady, Acadience and Foundations to identify patterns and plan responsive instruction in core learning in small groups based on individual student need utilizing iReady Instructional Tools and the Florida Center for Reading Research -Evaluate current shared reading and writing curricula and revise as needed to ensure frequent opportunities for students to engage in quality discussions, academic vocabulary, rigorous writing tasks, and complex texts. - Integrate the use of evidence based vocabulary instructional strategies and interventions that compliment the shared curriculum.
08/31/2022	01/29/2023	Create and implement inquiry based PL opportunities, during Monday 80min professional learning time aligned to the schools mission and vision to strengthen school-wide literacy instructional beliefs and implementation that include all learners
08/31/2022	01/29/2023	ENL providers will share best practices with all teachers during Monday 80 min professional learning to develop Advanced Literacy Hallmarks.
08/31/2022	01/29/2023	Leverage information from students' IEPs in regards to present levels of performance, management needs and progress monitoring in order to plan for required adaptations to instruction.
08/31/2022	01/29/2023	Ensure all students have access to complex texts and decodable texts texts that are culturally responsive.

#### **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	Continue to develop MTSS Team to examine screener data in order to ascertain an instructional focus for the school year and develop a plan to support students within the Multi-Tiered System of Support in which tiered academic interventions are paired with social-emotional learning supports. -Work with K-2 teachers to fully implement multisensory language instruction via Foundations and Heggarty with fidelity -Phonics instruction in 3-5
02/01/2023	06/27/2023	Continue to provide planning time in Monday PL and via per diem coverage to grade level and vertical teacher teams to: - Maintain a routine for collecting and analyzing reading data such as iReady, Acadience and Foundations to identify patterns and plan responsive instruction in core learning in small groups based on individual student need utilizing iReady Instructional Tools and the Florida Center for Reading Research -Evaluate current shared reading and writing curricula and revise as needed to ensure frequent opportunities for students to engage in quality discussions, academic vocabulary, rigorous writing tasks, and complex texts. -Integrate the use of evidence based vocabulary instructional strategies and interventions that compliment the shared curriculum.
02/01/2023	06/27/2023	Continue to implement inquiry based PL opportunities, during Monday 80min professional learning time aligned to the schools mission and vision to strengthen school-wide literacy instructional beliefs and implementation that include all learners
02/01/2023	06/27/2023	ENL providers will continue to share best practices with all teachers during Monday 80 min professional learning to develop Advanced Literacy Hallmarks.
02/01/2023	06/27/2023	Continue to leverage information from students' IEPs in regards to present levels of performance, management needs and progress monitoring in order to plan for required adaptations to instruction.
02/01/2023	06/27/2023	Continue to ensure all students have access to complex texts and decodable texts texts that are culturally responsive.

#### 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)
11/16/2022	11/16/2022	Parent Workshop about interpreting reading levels and supporting students with writing stamina in November 2022	n/a
04/01/2022	04/01/2022	Parent Workshops about interpreting reading levels and supporting students with writing stamina April 2022	n/a
12/14/2022	12/14/2022	Parent workshop to review ELA State test and launching of the Test Prep after school program	n/a
06/01/2023	06/01/2023	Parent Workshop on summer reading/transition to next grade in June 2022	n/a

Human Resources	Assistant Principals, Grade Level Teams, MTSS Team, District and BCO Support, Grade Team Leaders, Full Time AIS Teacher and F-Status AIS Teacher
Instructional Resources	TCRWP Teacher Guides, Mentor Texts and decodable texts and diverse texts, Acadience, iReady instructional and test prep, RAZ Kids, Epic, Foundations, Upper Grade Phonics Resources, Florida Center for Reading Research Center activities
Schedule Adjustments	Additional Preparation period, 80 minutes of professional development on Mondays, Saturday and/or weekly before school and/or afterschool program per session, Dual Language Teachers programmed for AIS, Implementation of "WIN" (What I Need) periods 2-3 times per week
Other Resources Needed	n/a

## AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

#### Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on

student outcomes.

- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Proficiency Level	38% proficiency, iReady Math, MOY, 2022	- Year 1 implementation of the iReady Math assessment in our building varied across the board, with some students taking the assessment over several days either in the technology lab or using iPads in their classroom, sometimes using both options - students showed areas of need across the board, which affected their overall proficiency Students are unable to understand multi-step problems -Math Vocabulary and math talk has not been a focus during professional learning time -Teachers have not been trained in math structures such as math talk, having students come up with their own problems and solving in many ways
K/1 Numbers and Operations	27% proficiency, iReady Math, MOY, 2022	-Due to pandemic and interruptions in learning students did not get foundational skills necessary to gain fluency in numbers and operations -Due to remote learning and COVID-19 protocols around use of materials and social distancing students did not get multisensory learning necessary to building foundational skills -Social distancing protocols interrupted small group instruction and opportunities for students to interact and converse with their peers in order to co-construct meaning around foundational skills -Teachers need more training in reading data from iReady utilizing iReady resources to inform small group interventions and support -Teachers need more time for unit planning utilizing data from iReady
Student growth Math in Multi-racial, Hispanic and White subgroups	State Accountability Report 2019-2020	-for Hispanic students, issues with child care contributing to higher rates of chronic absenteeism and therefore loss of learning. -specific students with social emotional needs in both sub-groups which also contribute to loss of learning. -curriculum lacks diversity, making it more difficult to engage students from diverse backgrounds -teachers struggle to address students below grade level

**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	74%	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 74% to 79%, as measured by 2022 State Math Exam.
Students with Disabilities (SWD)	35%	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 10%, from 35% to 45%, as measured by NYS Math Exam Results.
English Language Learners (ELL)	61%	By June, 2023, Elementary/Middle School Math for English Language Learners (ELL) will Increase 10%, from 61% to 71%, as measured by NYS Math Exam Results.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		10/28/22			
iReady Math	Percent Proficient	October 2022	25%	40%	55%
iReady Math Data	Percent Proficient	October 2022	30%	40%	55%
iReady Math	Percent Proficient	October 2021:	10%	20%	35%

**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	01/29/2023	Provide planning time during Monday 80min PL and via per diem coverage to grade level and vertical teacher teams to: -Maintain a routine for collecting and analyzing math data such as iReady, and Envisions 2020 to identify patterns and plan responsive instruction in core learning in small groups based on individual student need utilizing iReady Instructional Tools and Envisions supports -Plan for instruction that includes multiple entry points for students and is culturally relevant (e.g. multiple means of representation and expression). -Provide students with sufficient practice with feedback in order to promote automaticity and problem solving / mathematical reasoning strategies. -Provide frequent opportunities for students to engage in mathematical discourse using mathematical vocabulary to discuss problem-solving strategies -Teachers will emphasize the importance of math in daily life through projects to promote engagement.
08/31/2022	01/29/2023	Ensure that ML/ELL teachers are familiar with grade level specific mathematical vocabulary so that students can be provided with multiple opportunities to acquire mathematical vocabulary and to engage in mathematical conversations. ML/ELL students will be provided with glossaries if they need support.
08/31/2022	01/29/2022	Develop student math team comprised of "Experts" who develop math games and activities for students, create videos of model math discourse/conversations, brainstorm "Math Family Fun" night and promote perseverance
08/31/2022	01/29/2023	Identify a fluency intervention to supplement Envisions, train teachers in how to utilize and progress monitor

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/27/2023	Continue to provide planning time during Monday 80min PL and via per diem coverage to grade level and vertical teacher teams to: -Maintain a routine for collecting and analyzing math data such as iReady, and Envisions 2020 to identify patterns and plan responsive instruction in core learning in small groups based on individual student need utilizing iReady Instructional Tools and Envisions supports -Plan for instruction that includes multiple entry points for students and is culturally relevant (e.g. multiple means of representation and expression). -Provide students with sufficient practice with feedback in order to promote automaticity and problem solving / mathematical reasoning strategies. -Provide frequent opportunities for students to engage in mathematical discourse using mathematical vocabulary to discuss problem-solving strategies -Teachers will emphasize the importance of math in daily life through projects to promote engagement.
02/01/2022	06/27/2022	Continue to insure that ML/ELL teachers are familiar with grade level specific mathematical vocabulary so that students can be provided with multiple opportunities to acquire mathematical vocabulary and to engage in mathematical conversations. ML/ELL students will be provided with glossaries if they need support.
02/01/2022	06/27/2022	Continue to develop student math team comprised of "Experts" who develop math games and activities for students, create videos of model math discourse/conversations, brainstorm "Math Family Fun" night and promote perseverance
02/01/2022	06/27/2022	Continue to develop and check fidelity of a fluency intervention to supplement Envisions and continue to work with teachers in how to utilize and progress monitor

**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)
11/16/2022	11/16/2022	Parent Workshop to review assessment data and provide tips for how to support students at home	n/a
12/14/2022	12/14/2022	Parent Workshop to review the elements of the Math State Exam, launching of the Math Test Prep program and how they can support students at home	n/a
03/15/2023	03/15/2023	Parent Workshop to review assessment data and provide tips for how to support students at home	n/a

Human Resources	Assistant Principals, Math Teacher Team, ESL Teachers, District/BCO Support Support
Instructional Resources	Envisions 2.0, iReady instructional and test prep, Building Fact Fluency, First in Math
Schedule Adjustments	Additional Prep Period, 80 Minutes of Professional Development on Mondays, Dual Language Teachers scheduled for AIS periods
Other Resources Needed	n/a

## AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Personal Responsibility	DESSA Fall 2021	-As a result of remote and hybrid learning and COVID protocols students were not given as many responsibilities as pre-pandemic, -Lack of social interaction gave less opportunity to take responsibility -Students in upper grades did not learn independence and perseverance skills that they usually gain in lower grade classrooms through play and center activities
Uptick in occurrences in less structured environments such as lunch and recess	OORS Data Spring 2022	-Due to lack of movement paired with lack of social interactions and/or extracurricular activities created by the pandemic students struggle to regulate their emotions resulting in more physical altercations between students especially during lunch and recess -Mask protocols hid facial expressions and social cues -Change in protocols for social distancing brought students closer together physically -Students lack coping mechanisms for what to do when "typical" conflict emerges -SEL practices need to be more fully embedded into daily instruction, not separate lessons -Teachers and staff need more professional learning and planning time associated with integrating SEL into daily instruction
Teachers expressed concerns in classroom behavior, specifically that students harass, bully, or intimidate other students	2021-2022 NYC School Survey	-as students re-integrated into post pandemic school life, they struggled to appropriately interact with their peers -Students lack problem solving skills -teachers and staff need continued training and support in utilizing restorative practices for classroom management

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	73%	By June, 2023, practices related to Classroom Behavior will improve 10%, from 73% to 83%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 28, 2022			
DESSA	Goal Directed Behavior	Fall 2022	88%	90%	95%

**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?)
08/31/2021	01/29/2022	Address the physical and mental wellness of students by developing Social-Emotional Learning in a Culturally Responsive Environment in which everyone in the school benefits from learning to understand/manage emotions, create positive relationships, empathizes and makes responsible, community-minded decisions.
08/31/2021	01/29/2022	Implement proactive classroom management systems and interventions to explicitly teach social and emotional skills (self management, self-awareness, social awareness, relationship building, and responsible decision making) to all students.
08/31/2021	01/29/2022	Develop routines for collecting and reviewing DESSA SEL Student Survey Data with the MTSS team in order to develop Tiered Supports for Students including a case management system for high needs students
08/31/2021	01/29/2022	Continue to develop and grow Equity Team in which adults grow their emotional intelligence and engage in continual self-reflection to identify and mitigate any biased beliefs pertaining to race, color, ethnicity, religion, gender, sexual orientation, national origin, citizens hip status, disability, and other classifications set forth in Chancellor’s Regulations A-830.
08/31/2021	01/29/2022	Continue to develop a student/parent Equity Team, "The Ties That Bind" and include those students into the larger school equity team so that students have opportunities to use their voice to meaningfully participate in school decision making.
08/31/2021	01/29/2022	Professional learning time set aside for all staff to engage in Implicit Bias training provided centrally
08/31/2021	01/29/2022	All students receive an instructional physical education program and comprehensive health education aligned to state standards, in every grade, that meets or exceeds the specified instructional requirement, is medically accurate, is age-and developmentally appropriate, and is culturally inclusive. Classroom teachers utilize Move-to-Improve to supplement our PE program.
08/31/2021	01/29/2022	Ensure communication regarding SEL development is translated for families and provided in culturally appropriate ways.
08/31/2021	01/29/2022	Develop monthly calendar with school-wide Equity-Based focus topics that includes City and District initiatives, literature, vocabulary and weekly SEL activities accompanied by monthly professional learning to prepare teachers for implementation.
08/31/2021	01/29/2022	Develop cross-functional team of support staff and teachers to develop school-wide Positive Behavior Interventions and Supports (PBIS) including the Student Ambassadors to steward the program
08/31/2021	01/29/2022	Develop school-wide Mindset Monday resources to shift student thinking and encourage risk-taking and incorporate into Morning Announcements
08/31/2021	01/29/2022	Develop Student Council and Student SEL Ambassadors to promote anti-bullying, bystander work started during the 2020-2021 School year

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/27/2023	Continue to address the physical and mental wellness of students by developing Social-Emotional Learning in a Culturally Responsive Environment in which everyone in the school benefits from learning to understand/manage emotions, create positive relationships, empathizes and makes responsible, community-minded decisions.
02/01/2022	06/27/2023	Refine and expand on proactive classroom management systems and interventions to explicitly teach social and emotional skills (self management, self-awareness, social awareness, relationship building, and responsible decision making) to all students.
02/01/2022	06/27/2023	Continue to utilize DESSA SEL Student Survey Data with the MTSS team in order to refine Tiered Supports for Students including the case management system for high needs students
02/01/2022	06/27/2023	Continue to develop and grow Equity Team in which adults grow their emotional intelligence and engage in continual self-reflection to identify and mitigate any biased beliefs pertaining to race, color, ethnicity, religion, gender, sexual orientation, national origin, citizenship status, disability, and other classifications set forth in Chancellor's Regulations A-830.
02/01/2022	06/27/2023	Professional learning time set aside for all staff to complete Implicit Bias training provided centrally
02/01/2022	06/27/2023	All students continue to receive an instructional physical education program and comprehensive health education aligned to state standards, in every grade, that meets or exceeds the specified instructional requirement, is medically accurate, is age-and developmentally appropriate, and is culturally inclusive. Classroom teachers utilize Move-to-Improve to supplement our PE program.
02/01/2022	06/27/2023	Continue to ensure communication regarding SEL development is translated for families and provided in culturally appropriate ways.
02/01/2022	06/27/2023	Continue to develop and refine the monthly calendar with school-wide Equity-Based focus topics that includes City and District initiatives, literature, vocabulary and weekly SEL activities and continue monthly professional learning to prepare teachers for implementation.
02/01/2022	06/27/2023	Continue to develop cross-functional team of support staff and teachers to develop school-wide Positive Behavior Interventions and Supports (PBIS) including Student Ambassadors to steward the program
02/01/2022	06/27/2023	Refine school-wide Mindset Monday resources to shift student thinking and encourage risk-taking and incorporate into Morning Announcements
02/01/2022	06/27/2023	Continue to develop Student Council and Student SEL Ambassadors to promote anti-bullying, bystander work started during the 2020-2021 School year

#### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2021	06/27/2023	Parent Workshops/Courageous Conversations to review Schoolwide, Monthly focus, specifically texts being used and how to talk to kids about issues of race, gender, sexual orientation and how to be anti-racist	n/a
11/16/2022	11/16/2022	Parent workshop: Coping Skills run by school social worker(s) and guidance counselor(s)	n/a
11/30/2022	11/30/2022	Parent Workshop on Proactive Measures for Managing Behavior: Use of Classroom Management Systems guided by SEL practices and the RULER approach run by SEL Leads	n/a
06/07/2023	06/07/2023	Parent Workshop on getting ready for Middle School run by guidance counselors.	n/a

<b>Human Resources</b>	Equity Team, SEL Leads, Guidance Counselors, Social Workers
<b>Instructional Resources</b>	Sanford Harmony, RULER, Implicit Bias Training, Move to Improve Curriculum, School-Wide Monthly Equity/SEL Calendar, Mindset Monday Google Classroom. Professional Texts for book studies
<b>Schedule Adjustments</b>	Additional preparation periods, 80 minutes of professional learning time and/or Faculty Conference /Grade Team Meetings
<b>Other Resources Needed</b>	n/a

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

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

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

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

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Identifying student's strengths interest and preferences.	IEP Review Dashboard Data from 2021-2022	Students' voice is inconsistent within the Present Levels of Performance in the students' IEPs.
Continue to include parent voice and concerns in each subject area within the Present Levels of Performance.	Internal reviews of IEPs 2021-2022 school year	Specific parent voice for each subject area of the PLOP is inconsistent.

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

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
All Students with Disabilities (SWD)	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve To increase the consistency of teachers including students' specific interests, strengths and preferences within the Present Levels of Performance. by Increase 20, from 75% to 95, as measured by Internal IEP Reviews, and IEP Review Dashboard data.
All Students with Disabilities (SWD)	70	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve parent voice specific to each subject area of the PLOP. by Increase 20, from 70% to 90, as measured by Internal IEP reviews 2021-2022.

### **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)
		11/12/21			
IEP	Teachers will strengthen the quality of student specific interests, strengths and preferences within the PLOP.	65% of teachers	75% of teachers	85% of teachers	95% of teachers
Internal IEP reviews	increase	70% of teachers	70% of teachers	80% of teachers	90% of teachers

### Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/31/2022	01/29/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Teacher workshops on crafting quality IEPs.
08/31/2022	01/29/2023	Develop appropriately rigorous standards-aligned annual goals	Teacher workshop on crafting quality IEPs. IEP teacher or AIS teacher meets with new special education teachers to familiarize them with writing IEPs.
08/31/2022	01/29/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Teacher workshop on crafting quality IEPs.
08/31/2022	01/29/2023	Ensure that programs and services mandated on each student's IEP are delivered	Using Stars/SEIS compliance report to verify student mandates are being met.
08/31/2022	01/29/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	n/a
08/31/2022	01/29/2023	Conduct IEP meetings within specified compliance dates	Monthly meetings with School Based Support Team to set schedules and review compliance dates. Meeting with Special Education teachers to set protocol for conducting meetings to meet compliance dates.
08/31/2022	01/29/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Bi-monthly meetings with SBST and related service providers to review referrals of students who have little or no progress made in interventions and decide on next steps.

### 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)
09/13/2021	06/24/2022	Parent Workshops on understanding IEPs, structure of IEP meetings.	

Human Resources	AIS teachers, IEP teacher, and additional ML/ELL teacher.
Instructional Resources	Software: Raz Kids, Raz Kids ELL edition, Epic reading and Language Power for ELL's.
Schedule Adjustments	Scheduling time within the Professional Learning plan for teachers to do this work.
Other Resources Needed	Providing samples of PLOPs that include interests, strengths and preferences of students. Providing a checklist of questions teachers can ask students to guide this work.

## 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)
2	SPIRE IPA	SPIRE	Small group	During school	No
3	reading level a/b	Reading Rescue	one to one	Before or after school	No
2	Acadience	SPIRE	Small Group	Before or after school	No
2	Acadience	Great Leaps	one to one	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	Teacher observation and PPT referral	At risk counseling	Small group, one to one	during school	No
Tier 3	Teacher Recommendation	Child Center of New York	one to one	during school	No
Tier 3	PPT	At-risk Counseling	one to one	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.	28
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Describe the services you are planning to provide to the STH population.	-At risk counseling and support -Inclusion in the Saturday ELL Academy -Opportunity to engage in an Early Bird Social Emotional/Physical Education Program beginning Fall 2022 through Spring 2023 -Opportunity for extra-curricular activities in Spring 2023
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## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 173Q, 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

P.S. 173Q Fresh Meadows 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)

P.S. 173Q Fresh Meadows, 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 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**.

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## PART I: SCHOOL ML/ELL PROFILE

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

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

### A. School Information

District:	26
Borough:	Queens
School Number:	173

### 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	Danielle Tweedy
Assistant Principal	Denise Gilrane
Parent Coordinator	Debbie Moy
English as a New Language (ENL)/Bilingual Teacher	Rhea Newman
Parent	Rebecca Eng
School Counselor	
Teacher/Subject Area	Juan Cheng, Dual Language (Lower Grade)
English as a New Language (ENL)/Bilingual Teacher	Joanne Wang
English as a New Language (ENL)/Bilingual Teacher	Ligia Hanc

### **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:	7
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]:	5
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	5
Number of ESOL certified teachers with a bilingual extension:	3

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

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

Total number of students at your school (excluding pre-K):	930
Total number of current ELLs at your school:	134
Total percentage (%) of current ELLs at your school:	14.4%
Total number of former ELLs at your school:	78
Total percentage (%) of former ELLs at your school:	8.3%

## PART II: BILINGUAL PROGRAMS

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

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

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

### ■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE																	0
TBE																	0
TBE																	0
DL	GE	Mandarin Chinese	2007-2008		1	1	1	1	1								5
DL																	0
DL																	0
				total: 0	total: 1	total: 1	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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



<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The standalone model is instruction designed to develop English language skills so that students can succeed in core content courses. The standalone model is provided to students who are at the Entering and Emerging levels. These students are pulled out of their classroom and receive 180 minutes per week of small group instruction with a certified ENL teacher. With Transitioning students, we have the flexibility of combining standalone (90 minutes) with integrated (90 minutes) depending on the individual needs of the student. Within these small groups, the instruction is differentiated based on their individual needs. The Entering and Emerging students also receive an additional 180 minutes of integrated ENL instruction. During extended remote learning, the standalone model continues in the Google Classroom format. Students at the Entering and Emerging level (based on 2022 NYSESLAT) are grouped into their own “class” by grade. In this structure, ENL teachers are able to meet their mandated minutes of ENL instruction. Within this group we can assess the student’s progress in reading, writing, listening, and speaking, and then form small groups within the class for students who may have progressed beyond the EN or EM level during the 2021-2022 year, and students who may have stayed at the same level or may have had a loss of learning due to remote instruction. In this way, we can meet the individual needs of the students and differentiate instruction accordingly. In addition to the standalone class, these students will receive the mandated minutes of integrated instruction in their general classroom. In this small group model, the reading and writing can be addressed through various methods. Doing shared reading and writing using complex texts as a way to scaffold for the students as they become more independent readers and writers. Listening and speaking can be built into the lessons using the same texts as used for reading and writing. Asking questions ahead of time that invite students to listen for a specific answer. Also, pairing the students with partners or small groups to have guided discussions, using prompts or sentence starters can increase their speaking ability and transfer into their writing skills.</p>
<p>Integrated English as New Language (ENL)</p>	<p>The integrated ENL model is instruction to build English language skills through content area instruction. This model is provided to students who are at the Transitioning and Expanding levels. They receive 180 minutes of this model of instruction. In our school this service is provided in two ways. One way the integrated model is provided is by a classroom teacher who is dually certified in TESOL and common branches or content area. The second way the integrated model is provided is by the co-teaching (pushing in) method in which a certified ENL teacher pushes into the classroom of a certified common branches teacher and works with small groups of MLs/ELLs to support the content being taught in the classroom. In the integrated model the students are in the same grade but may be at varying proficiency levels. During extended remote learning, the integrated model is set up so that the ENL teacher is a member of the MLs/ELLs general classroom. The ENL teacher has access to the lessons and content being taught in the classroom and is able to co-teach and scaffold the content for the MLs/ELLs. The classroom teacher and ENL teacher, along with other related service providers, meet outside the classroom (through email, phone, live meets, texts) to discuss content area units and lessons in order to plan small groups based on proficiency level and specific needs of the students.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>■ Transitional Bilingual Education (TBE) program</li> <li>■ Dual Language (DL) program</li> </ul>	<p>In the Dual Language program, ENL students are serviced according to their proficiency level, using the integrated and stand alone models, by certified ENL teachers. In addition, students in Dual Language receive home language support in reading, writing, math, and social studies. Students are taught content area subjects in English and Mandarin. If a Dual Language teacher is certified to teach ENL, then that teacher provides the integrated services to the ENL students in their class.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students’ English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>To ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program, the ENL teachers plan their schedules according to the individual mandated times for each ML/ELL student. We use data from the RFSF report as an overview of the proficiency levels of the students and from that information we are able to schedule the students accordingly. We provide a combination of stand-alone and integrated ENL instruction in order to make sure that each student is receiving at least the minimum amount of services required by the state. Those requirements are: Entering: 180 minutes stand alone and 180 minutes integrated – Total 360 minutes Emerging: 90 minutes stand alone, and 180 minutes integrated and 90 minutes either stand alone or integrated – Total 360 minutes Transitioning: 90 minutes integrated and 90 minutes either stand alone or integrated – Total 180 minutes Expanding: 180 minutes integrated Commanding: 90 minutes integrated HLA minutes are provided in our Dual Language program. In our school, Home Language Instruction is delivered in Mandarin only. The two models that we are using this year are self-contained model for 2nd grade and roller-coaster model for grades 1, 3, 4 &amp; 5. During extended remote learning, ENL teachers will review the roster of current and former MLs/ELLs and set up Google Classrooms to ensure that all students are receiving their mandated minutes of service.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>The side by side model has been implemented in the Dual Language program since 2007. There are two teachers per class; one teaches English and the other teaches Chinese. The Dual Language program provides instruction in reading, writing, math, and social studies in English for 50% of the instructional time and in Chinese (Mandarin) for 50% of the instructional time. The students develop the content and concept knowledge in content areas in English and Chinese. On the days that the students are learning in English, the teacher provides small group instruction supporting English language development. In addition, ENL teachers provide integrated and standalone support and work with small groups based on their individual needs and mandated minutes of ENL services. During extended remote learning, the Dual Language teachers continue to provide the same services to their students in the Google Classroom format. The students continue to be taught for half of the instructional time in English and half in Chinese. The English and Chinese teachers serving the same grade meet on a regular basis to discuss content and student progress. The Chinese teachers serving different grade levels also meet on a weekly basis to ensure students' native language instruction is aligned across grades. Communication and collaboration are in effect during remote learning.</p>
<p>In which language(s) is each core content area taught?</p>	<p>The Dual Language program provides instruction in reading, writing, math, and social studies in English for 50% of the instructional time and in Chinese (Mandarin) for 50% of the instructional time.</p>
<p>How is instruction designed to include both languages?</p>	<p>During strategic scheduling of common planning time throughout the week, the Dual Language teachers co-plan to teach instruction that is designed to immerse the students in English and Chinese (Mandarin). The teachers plan instruction to be continuous. The students learn a skill or concept on one day in English then that lesson is built upon in Chinese (Mandarin) the following day.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>The success of our dual-language program is attributed to fully immersing our students in all of the main areas of instruction within both languages. Dual Language (DL) programs seek to offer students the opportunity to become bilingual, biliterate, and bicultural while improving their academic ability. Our Dual Language program includes both native English speakers and ELLs. The dual language teachers provide instruction in both English and the home/primary language. We follow a 50%-50% model.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>N/A</p>

## PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>According to EDAT from 2022, 83% of ELLs are Newcomers. There are no SIFE students. For Newcomers, we provide small group, standalone services that focus on their specific needs. That includes the addition of cultural, social and emotional instruction to support their development. For the Developing and Long-Term ELLs, we provide integrated services to support their language development in their classrooms in content area instruction. We also invite Developing and Long-Term ELLs to the after school programs that support their specific needs. In preparation for the possibility of SIFE students, the ENL teachers will collaborate with SBST team members, classroom teachers, and administrators to create a plan to provide extra support.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>There are no Long-Term ELLs in our school at this time. In the case of Long-Term ELLs, we would analyze data to determine what are the underlying causes keeping these students from becoming proficient in English. Based on that data we can plan instruction to target those student's needs and reach out to the necessary service providers for support. We will collaborate with classroom teachers and other providers with the relevant data. With Developing students we continue our integrated and extra curricular support while monitoring their progress.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Of all the ELLs in the school, 23.2% are Former ELLs. After exiting ELL status, Former ELLs in our school receive 2 years of support services. They receive 90 minutes of integrated ENL instruction to provide additional support. In addition, they may receive testing accommodations for 2 years after passing the NYSESLAT. The 90 minutes of integrated instruction is delivered in 2 different ways. 1- An ENL teacher pushes into the student's classroom to provide 90 minutes of instruction per week. This instruction is provided to support the students in the content areas. 2- Services are provided via Alternative Pathways. The classroom teacher provides support using one of the following methods. Small Group Instruction- Teachers provide support in the classroom and monitor progress in collaboration with ENL teachers. If a student does not show progress, then we move the student to method 1 for support. Project Based Instruction - Classroom teachers, in collaboration with ENL teachers, choose a content area and design a project to support development in language arts and content area knowledge. During extended remote learning, we will provide the same interventions mentioned above in the Google Classroom format, while working with small groups or one on one, when necessary.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The ELL students in our school are showing strength in all modalities, overall, based on the 2022 NYSESLAT. 74.4% of students across all grades showed strength in speaking. In the listening modality 30% of students show a strength, which is above 90 percentile. 26.7% of students show strength in writing. And 25.6% of students are showing strength in the reading modality. In writing modality 4.4% scored below the 15 percentile. There were 0 students who fell below the 15 percentile in reading and listening. In the speaking modality 5.5% students scored below the 15 percentile. Of these students who showed weaknesses in these modalities, they are all newcomers.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>On the 2022 ELA, the data shows that the higher ENL proficiency levels correlate directly to the higher ELA levels. On the Math assessment, the data shows that 70% of the current and former ELLs scored at level 3 and above. This data indicates that students show progress in this content area while acquiring a new language.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The students with more than one risk factor correlate with students with IEPs. There are 2 students with level 3 risk factors. These students are potential long-term ELLs, and they have stayed at the same proficiency level for more than 2 years. Both students with 3 risk factors have difficulty with maintaining focus and attention which has contributed to them remaining at the same proficiency level. Attendance of students shows no correlation to students at risk.</p>

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The largest representation of home languages spoken at our school is Chinese. The next largest language population is Spanish at. The balance of the languages spoken include, Russian, Korean, Hebrew, Portuguese, Bemba, Bengali, Urdu, and Philipino. Our Language Access Coordinator and administrative team ensure that all school information is communicated in the languages that are spoken by families in the school. School notices are sent in the top 3 languages spoken in the school and translation is available for those who speak other languages. Over the phone interpretation is used whenever necessary.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>American Indian/Alaskan Native - 8.8% Asian - 76% Black - 0.8% Multiracial - 2.4% Native Hawaiian and Other Pacific Islander - 0% White - 12% Our school has a Champions for Equity team that consists of administrators, teachers, parents and students. The role for this team is to support multiculturalism and grow knowledge of race / racial diversity within the school. We developed an action plan for the year with goals for the school as well as goals for the classroom. These goals are directly aligned to the Title III Immigration plan. We determine the necessary resources, literature and pedagogical supports needed to ensure that we are meeting our goals. All purchased culturally responsive texts are grade appropriate and are incorporated in classroom instruction and/or after school programs.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The correlation between NYSESLAT levels and IEPs shows that 82% of students with IEPs are at the Expanding and Commanding Levels. 18% are at the Emerging and Transitioning level. There are no SIFE students. The impact of these results stems from the special accommodations provided to students with IEPs. For example, these students are either in ICT classes with 2 teachers which enables more small group instruction or self contained classes, with a maximum of 12 students, allowing for more individualized instruction and attention. Some of these students also receive out of classroom support from other service providers.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's MTSS team has been working on the instructional design for vocabulary for the school. The Equity team and SEL team have developed a program built upon a variety of resources that are shared school wide as a supplement to core instruction to support social-emotional learning. Our PL Committee has developed the instructional cycles for the school year Professional Learning plan. The cycles are focused on meeting the needs of all students while supporting our diverse learners. We believe that by getting to know our ML's/ ELLs well, that this will give us insight and data that directly impacts core instruction. This year's focus was on discourse and vocabulary which is directly correlated to the learning modalities of ENL students. Our thinking around Academic Language and Vocabulary Development will continue into next year. It will build into writing for diverse audiences across all subjects. We will strengthen incorporating academic language and vocabulary into our daily writing.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Content area instruction is aligned with the Next Generation Learning Standards and is taught to MLs/ELLs using a variety of ENL methodology. The language of instruction is English in the Freestanding ENL program. In the Dual Language program, the language of instruction is in English for half of instruction time and in Chinese (Mandarin) for the other half of instructional time. Academic language and content area vocabulary are developed concurrently with linguistic instruction. ENL teachers use the Scope and Sequence in Social Studies and Science to align ENL instruction with content area instruction. ENL teachers use multiple entry points when teaching groups with varying proficiency levels in order to differentiate the lessons to meet individual student's needs. ENL teachers are trained in Maryann Cucchiara's method of teaching MLs/ELLs by using complex texts and sentences to teach content and academic vocabulary simultaneously with grammar. We also use National Geographic's REACH program which also embeds language structure and content into one program. We use the PLUS method to teach MLs/ELLs in standalone groups. Both REACH and Maryann Cucchiara's programs have a strong emphasis on non-fiction and paired texts in reading and writing and are aligned with the Next Generation Standards. We utilize other TESOL techniques such as Total Physical Response, language frames and the use of visuals to help students conceptualize the information they need to learn. Classroom teachers scaffold academic language in order to support student participation in content area lessons. Comprehension is enhanced through the use of technology, especially Google Suite platform which allows access to multiple applications within the platform used to support the varying needs of the MLs/ELLs. We also use content that is culturally relevant to the students and build on their background knowledge and the skills they already have. We teach cultural sensitivity and acceptance of all students and people while providing knowledge of various cultures, using culturally responsive teaching and literature. There is ongoing articulation between the classroom and ENL teachers in order to provide simultaneous support. Classroom teachers receive training and support throughout the year to enrich their knowledge of ENL methodology in order to further new language acquisition. During extended remote teaching: ENL Instruction Stand-alone ENL Instruction: Google classrooms are set up for ELL/ML students who are mandated for stand-alone instruction. They receive the mandated minutes of service according to their proficiency level delivered by ENL certified teachers. Delivery is in the form of a combination of synchronous and asynchronous instruction. Google Meets is used for live whole class and small group instruction. Recorded instruction is used so students can view and work independently at their own time and pace. Google Translate is used to translate directions and other relevant information into native languages, when possible. Integrated ENL/ELA Google classrooms are set up so that the ENL service providers are co-teachers in the student's general Google classrooms. ENL teachers attend classroom teacher's grade meetings to stay up to date on units of study and other relevant information. With shared access to the Google classroom, content, and assignments, ENL teachers are able to provide small group instruction to the ENL students by scaffolding the lessons to support them with their ELA classroom assignments. Classroom teachers coordinate with ENL providers to go over lessons and content. Google Translate will be used to translate directions and other relevant information into native languages, when possible. Integrated Core Content Area/ENL Google classrooms are set up so that the ENL service providers are co-teachers in the student's general Google classrooms. With shared access to the classroom content and assignments, ENL teachers are able to provide small group instruction to the ENL students by scaffolding the lessons to support them with their Content Area classroom assignments. Classroom teachers coordinate with ENL providers to go over lessons and content. ENL teachers provide non-fiction texts on different levels to support learning in content areas. Alternative Pathway (former ELLs only) Classroom teachers continue to provide support for the former ELLs/MLLs using differentiated remote learning methods. The students' progress continues to be monitored.</p>
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<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Special education and ENL teachers, as well as service providers, employ a vast array of instructional strategies and grade level materials to provide access to academic content areas and accelerate the English language development of ML/ELL-SWD students. Grade level literacy units of study and lessons, along with comprehensive classroom libraries which include numerous picture books, provide materials appropriate to meet diverse interests, learning styles and ability levels, as well as IEP goals. Decoding and word work is supported by highly effective programs such as Fundations, and Acadiance. Students have access to iPads which include programs such as RAZKids, and iReady, which monitors student's progress. For Social studies instruction we use the Passport program, Civics for All, Scholastic News, Epic Books and National Geographic Reach programs for students in grades K-5. These programs incorporate the use of the Google Slides and Google Suite. For Science instruction we use the Ampify Science program which involves hands-on, multi-sensory materials and Smartboard technology. We also use online resources such as Brainpop, Read Works. In math, we use the Envisions program where workbooks are used to provide differentiated approaches to master topics, along with manipulatives which provide for hands-on and visual practice. The program contains curriculum software that is projected from Smartboards which facilitate interactive learning and foster increased student engagement. The program also includes differentiated math games and online assessments.</p>
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<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>ENL teachers use the integrated model of instruction to support MLLs/ELLs with IEPs to achieve their goals. In their classroom setting, we can focus on content areas and the specific areas of need for each student. ENL teachers work with the classroom teachers for planning and with the related service providers to schedule ENL instruction during periods of ELA or content area instruction. Special education supervisor meets with teachers each year to decide if a student can move into a less restrictive environment, or if the student can be flexibly programmed for a certain content area. We also consult with the ENL teacher, any related service providers, and the parents before making this decision.</p>
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## Know Every Student Well

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Our digital assessment is Acadience for reading in grades K-2 , iReady for reading in grades 3-5 and iReady for math in grades K-5. Assessments will be conducted three times a year. The beginning of the year (BOY) assessment will be conducted by October 22, 2022, the middle of the year (MOY) assessment will be conducted by February 11, 2023 and the end of year assessment (EOY) will be conducted by June 3, 2023. There is an MTSS / AIS team that meets on a monthly basis to analyze trends and data during the assessment windows. In 2021-2022 we learned that the areas of focus for K-2 was phonics and vocabulary. In grades 3-5 the area of focus is vocabulary. Teachers started training in Word Work and Word Play to support vocabulary instruction in their classrooms. We use the data to determine intervention programs and curriculum to support students that are determined to need Tier 2 and Tier 3 intervention. ELL/ MLL students will be provided with additional support during after school programs throughout the week and cycles of support during Saturday Academy. The MTSS / AIS team will use the assessments to measure a student's growth in Mathematics and Reading. They will track student data and develop goals for specific groups of students. In addition, there will be school-wide data dives to support Tier 1 students as it effects core instruction in the classroom. The team will evaluate and analyze the data from all interventions to ensure that our ELL / MLL students are receiving interventions that are based on their individual needs.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Our targeted intervention programs for MLs/ELLs in ELA, math and other content areas focus on those students receiving services for more than 3 years. The language of instruction is English in the Freestanding ENL program. This is the subgroup of students who have not reached English proficiency level. Because the NYSESLAT becomes increasingly difficult as the students progress from grade to grade, these are the students who face the possibility of becoming LTEs if they are not able to pass the NYSESLAT by the end of their sixth year. Additional support for these students comes in the form of various programs. These programs include: 1- Title III - after school program for Newcomer MLs/ELLs in grades K-5 (Entering and Emergent students.) 2- Title III Immigrant - Saturday program open to all immigrant students in grades K-5 3- Reading Rescue 4 - SPIRE - All grades 5 - AIS - grades K-5 6 - Tier 1 core instructional support through cycles of learning with classroom teachers Programs to provide additional support outside of the regular school day will be offered to these students either after school, Saturdays or both (when budget and/or grants permit). Both programs are aimed to support language acquisition in content areas. Some of the instructional programs will be Raz Kids ELL edition, National Geographic Reach Higher, Language Power, and Focused Mathematics Intervention.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>For MLs/ELLs who score below specified levels of performance on the NYSESLAT, we determine the additional support services to provide the student, based on the following: 1- Number of years of instruction in an ENL program 2- English and home language literacy 3- Content area and social-emotional support needs of students 4- Results of the NYSESLAT 5- Content area teacher recommendation 6- Parent or guardian request 7- Sample of student work in English and, if possible, in the home language We use AIS and RTI resources for ELLs as an intervention before a student is referred, when there is a suspected learning disability as opposed to a language acquisition need. We use the DESSA SEL screener for our students in grades K-5. Classroom teachers analyze data and trends and the SEL team will create an action plan for the school that will help to support the students in a variety of areas. The ENL team will incorporate the action plan when providing instruction for ELL/ MLL students. We have created a Multi-Tiered Support System (MTSS) to study data and trends in the school. We use data from Acadience and iReady screeners to determine specific academic strengths and weaknesses. We use the data to form small groups based on those needs and create Tier 2 and 3 support groups.</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Our school uses the Teachers College Reading and Writing Program to assess the literacy levels of our MLs/ELLs. This assessment is performed at four different periods throughout the year. The information obtained from this assessment helps guide our instruction. We use the data to not only see our MLs/ELLs reading levels, but also to look at the errors that are preventing them from progressing. For example, if the errors are mostly miscues or monitoring for sense, we can teach the strategies to help improve in those areas. As part of the TCRWP there are curriculum embedded writing assessments that correlate with each unit of study. Analyzing the data from those assessments enable the teachers to differentiate instruction for the MLs/ELLs as they move forward into the next unit. We also use teacher-created assessments throughout the school year. Those assessments are aligned with the units of study being taught. Teachers use the data from those assessments to form small groups and individualize instruction. These formative assessments are continually being used to guide instructional planning and differentiate instruction for our MLs/ELLs. We use the Google Classroom platform for instruction and assessment. During remote learning, teachers are using various methods of assessment. They are using formative assessments to guide instruction and summative assessments at the end of lessons or units to see if the students successfully understand and are able to apply content. We use an online quizlet app and teacher made quizzes, interactive questions, assignments, tests, polls, and surveys to assess during remote learning. In addition, we use live meets for small group work and instruction to differentiate and scaffold lessons for MLs/ELLs. Synchronous small groups are also used to assess the listening and speaking modalities and to evaluate content knowledge. Social-Emotional learning is embedded into class activities and taught as separate content to assess students' social and emotional well-being. We use the Google Classroom platform for remote instruction and assessment.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We have been designing/creating different kinds of assessments to evaluate and to support our students throughout the year. For reading, we use Chinese Running Records to assess their reading level throughout the year to ensure they are reading the books at their level. In writing, we give a pre-assessment in the beginning of the semester to get a sense of students' writing proficiency. During the school year 2021-2022, we aligned the iChinese Reader online Running Record Assessment to the students' reading levels and used this online Running Record / printed forms to assess students' learning progress three times per year. We had the initial assessment in September, the second one in February and the last assessment during the last week of May. For each of the writing units, we use/create Chinese checklists and writing rubrics to evaluate students' writing proficiency. In Chinese Language Arts (CLA), we administer formative and summative assessments to monitor, support and evaluate students' language learning proactively. Assessments used in the DL program are as follows: . Formative-- iChinese Reader online Running Record Assessment , conferring notes, exit tickets, check lists , CLA vocabulary quizzes, and writing pre-assessment are being used throughout the year. Summative--Writing rubrics , CLA lesson tests and Chinese Reading state test. During remote learning and in person instruction we use the assigned work that students upload in the Google Classroom, in iChineseReader, in Flipgrid, Jamboard and Whiteboard.fi to check their home language/second language learning progress. While we conduct synchronous lessons, we use teacher-made resources such as Google Slides, Jamboard and Whiteboard.fi as our platforms to support, engage and assess students' Chinese learning and to drive our teaching. To ensure and engage students' CLA learning, we also incorporate Blooket, authentic reading materials and YouTube videos to reinforce students' learning. Individual voice and written feedback from teachers to students' Flipgrid voice recording has been used. Voice and Written Feedback is given to students' writing, CLA and reading response submissions via GC.</p>

<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Student success is evaluated by ongoing observations, performance on the NYS ELA and Math assessment, NYSESLAT, and iReady data. Another consideration in how much growth is achieved in content knowledge areas is to evaluate through periodic assessments based on units of study. We also use the bilingual progressions to determine student progress and areas of need. In the beginning of the year, we analyze NYS ELA and Math assessment data through the item analysis feature. We determine specific reading and math goals based on grade level standards. These standards are supported and reinforced through our lessons within units throughout the year. In addition, the ENL teachers analyze the modalities within NYSESLAT to determine specific goals for the groups of students. They incorporate these instructional goals throughout the year. During extended remote learning, we will continue to use initial data from previous periodic assessments, and the ELL Data Assessment Tool (EDAT) to assess a student’s baseline and areas of need. At the end of each unit or lesson we will continue to use teacher made summative assessments, where applicable. These assessments can be in the form of reading, writing, and/or speaking assignments as appropriate to the content. We will also use the PLD to assess progress and areas of need. During remote learning, students have a greater need for discourse in English. We will continue to use small groups and break out rooms to address this possible loss due to remote instruction.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>We form groups based on grade bands and testing accommodations indicated on the IEP of the ELL/MLL students for NYSESLAT testing. We hold workshops and send information from the state explaining the NYSESLAT process. ENL certified teachers administer and score the tests. As part of the ENL action plan for the year, we have embedded substitute coverage windows in order for the NYSESLAT to be administered and for the students to receive uninterrupted services. Former ELL/MLL Students are provided with Alternate Pathways instruction through the classroom teacher in order to provide continuation of ENL services to students. During the testing periods students are provided with substitute teachers, when possible. When a substitute teacher is not available.</p>

## **Shared and Inclusive Curriculum**



<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>To ensure ELLs with IEPs have access to and engage with grade level content, ENL teachers, Special Education teachers, and members of the SBST team collaborate with classroom teachers to co-create a plan to better support this group of students based on individual needs. We provide leveled texts. Glossaries are provided in their home language to support content area vocabulary. Building in prior knowledge opportunities within the curriculum in order for students to gain differentiated entry points into the subjects. The ARPA Academic Recovery program for students with IEP's will work on determining groups of students that will need to be provided with Tier 1, Tier 2 and Tier 3 support. ELL/MLL students will be grouped according to data trends and needs. The MTSS/ AIS team will work closely on progress monitoring the students and developing an intervention plan for the subgroups.</p>
<p>b. SIFE</p>	<p>Although we do not presently have any SIFE students, if we did, we would give the NYSITELL and upon findings formulate a student specific plan for intense support. Since the students would be at least two years behind academically we would focus on the skills of language acquisition in an authentic learning environment. ENL teachers would work very closely with classroom teachers to provide intensive instruction utilizing all ENL teaching strategies and scaffolding. In addition, SIFE students would receive priority in the Title III programs we offer on Saturdays or after school. We would provide them with a Multi Tier Support system to support their individual needs. During extended remote learning, we would provide opportunities for SIFE to work with peers who speak their home language and share the same culture, when possible. Also, we would choose appropriate texts and balance reading at their level with reading more complex texts while providing instruction in foundational literacy skills, as needed. We would use the students' home language as a tool to access content, when possible. In addition, we would provide social-emotional support.</p>
<p>c. Newcomer</p>	<p>ELLs/MLs who are new to the country need intensive instruction in all modalities. During the stand alone component of instruction there will be more emphasis on grammar and sentence structure. During the integrated component, the ENL teacher who is pushing in can work with a small group of newcomers (or one on one) and scaffold the content and vocabulary being taught in the classroom. One example is by using visuals and linguistic frames to make the content more accessible.</p>
<p>d. Developing</p>	<p>For ELLs/MLs in school less than three years, but more than one year, we focus on vocabulary, grammar, reading, and writing skills. For students in grades 3-5, ENL teachers a variety of teaching materials including on-line ENL interactive learning programs to familiarize students with the types of questions they will encounter on the ELA. Both standalone and integrated instruction will reinforce their content knowledge and language acquisition at their respective grade levels.</p>
<p>e. Long Term</p>	<p>Students receiving services for 4-6 years will usually show evidence of a particular area of need that is preventing them from passing the NYSESLAT. We provide intensive instruction focusing on those areas of need. We provide ENL support beyond their mandated requirements, when necessary and possible. We also recommend that they attend our after school Title III program and our after school program for ELA test preparation and academic support.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former MLs/ELLs receive support services up to 2 years after exiting ELL status. They receive 90 minutes of integrated ENL instruction to provide additional support. In addition, they may receive testing accommodations for 2 years after passing the NYSESLAT. During extended remote learning, we will provide the same interventions mentioned above in the Google Classroom format, while working with small groups or one on one, when necessary.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home language support is provided in each program model. Dictionaries, content area glossaries, and texts are available in the students' native languages whenever possible to scaffold transition to higher levels. To the extent possible ENL classrooms contain books in our students' native languages, and ENL teachers deliver limited instruction in native languages to support understanding in content and informational areas. In our Dual Language classes instruction is delivered equally in English and Chinese throughout the entire week. Materials used in the Dual Language classes are content specific books in social studies and science, fiction and nonfiction texts.</p>

<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>
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## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Our school has a Social Emotional team that conducts cycles of professional learning to all of our teachers. We have adopted the Yale Center for Intelligence RULER- CASEL approach. We provide teachers with strategies to use with our MLs/ELLs in order to understand context, work with bias, and support the emotions of students. We focus on the individual student, and their cultural and social emotional differences in the experience and expression of emotions. Ultimately, we want to maintain healthy relationships while supporting the physical and mental wellbeing of our students. MLLs/ELL students are included in student clubs and specialized arts programs throughout the year. We offer parent workshops throughout the year to support our MLLs / ELL families through the use of social emotional support at home. Parents will be surveyed on topics for workshops this year. The first workshop will be SEL and supporting their child's needs at home.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Our staff is provided with multiple opportunities to engage in the 15% of total hours for all certified faculty. Some examples of these workshops are Implicit Bias workshop, Safety workshops, Content Area workshops, etc. These workshops often include a component that incorporates the support of our ELL population. ENL/bilingual teachers have been actively participating in ENL related workshops and training offered by Division of Multilingual Learners, NYU-RBERN, UFT, AFT, and in-house professional development sessions. Additional workshops include: MTSS Academic Recovery Series, Panorama Science Program for ELLs, MLL/ELL Resources assessments, Teacher's College workshop on Multilingualism and the monthly ENL Liaison meetings.</p>

## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The ENL department holds 2 workshops a year to families of MLs/ELLs. The first is on how to support their children in English language acquisition at home. The second provides information to families about the NYSESLAT assessment that current MLs/ELLs are required to take every Spring. The school offers workshops a year to provide information about our Dual Language program and to invite interested families to apply. We collaborate with parent coordinators and PTA to foster empowerment for families of MLs/ELLs.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>In addition to the PTC meetings, ENL teachers meet with families of MLs/ELLs once every year to discuss goals of the program, language development progress, language proficiency assessment results and language development needs in content areas. We meet each of the families in December/January. During the one-on-one meeting, each family will be informed of their child's NYSESLAT results including overall proficiency level, and strengths and weaknesses in the individual modalities. Teacher's observations of the student's progress will also be shared with the parents. Based on the information shared during the meeting, individual goals for each student will be set. Translation and interpretation will be provided when needed. ENL teachers meet with parents and classroom teachers during IEP meetings for ML/ELL students who have IEPs.</p>

## Additional Information

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

## Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Members at PS173Q take different roles in welcoming newly enrolled MLs/ELLs. Roles ,responsibilities and steps are as followed: ENL certified pedagogue and trained staff: ENL teachers will greet and welcome newly enrolled students and families during registration in coordination with the pupil secretary. During this time, ENL teachers will support and assist parents in completing the Home Language Identification Survey. After evaluating each HLIS , the assigned pedagogue will follow up with a formal, in depth interview with parents/guardians and the student to determine the eligibility of NYSITELL. A certified pedagogue will administer the NYSITELL. Based on the results of the NYSITELL If the student is entitled to ENL services, the family will be invited for a formal parent orientation and fill the ENL program choice agreement. The entitlement letter and the program placement letter will be sent home. If the student scores at the Commanding level on the NYSITELL, the family will be informed with a non-entitlement letter. For current MLs/ELLs, the ENL teachers will analyze the data on EDAT and NYSESLAT results to identify the strengths and the needs of each individual student. We also study the trend of the current students’ test results from the previous year to inform and to drive our instructional plan. A continuation of services letter will be sent if students are still entitled for ENL services. A non-entitlement letter will be sent home if students score at the Commanding level on the NYSESLAT or if they score at the Expanding level on the NYSESLAT and also receive a 3 or above on the ELA exam.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>ENL certified pedagogues and trained staff including two assistant principals, and the Pupil Accounting Secretary will be members of the intake and identification process year-round. Each of the certified ENL pedagogues will have one period scheduled for intake everyday. Two assistant principals will fill in when ENL teachers are not available. Pupil secretary will play a very important role to inform ENL teachers and the assistant principals and make appointments for parents to come in for the informal interview. Each member of this team will need to work collaboratively to support the ML/ELL identification process.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

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

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

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

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

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Debbie	Moy	Parent Coordinator	2022	NO	Debbie Moy

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

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

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

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

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## 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
Chinese	457	37%	346	28%
Spanish	57	4.6%	59	4.8%
Korean	4	.32%	6	.5%
Russian	5	.4	5	.4
English	702	56.8	687	55.5
Arabic	0	0	1	.08
Hebrew	2	.16	1	.08
Bengali	1	.08	1	.08
Vietnamese	2	.16	2	.16
Chechen	0	0	1	.08
Indonesian	1	.08	1	.08
Cantonese	1	.08	5	.04
Japanese	1	.08	1	.08
Mandarin	1	.08	118	9.55
Urdu	1	.08	1	.08
Nahuatl	1	.08	1	.08
Punjabi	0	0	1	.08
Portuguese	0	0	1	.08

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
Chinese	7	7
Spanish	6	6
Hebrew	2	2
Korean		
Portuguese		
Greek		

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Using the Parent Home Language Survey form and data from ATS, we are able to identify the different languages spoken by families of students at our school. From the data we count the number of families who would need interpretation and translation services. In addition, the Parent Coordinator sends home a letter school wide to get a more accurate count of families throughout the school who would need translation. Every piece of information that goes out to families are translated by our bilingual Chinese and Spanish teachers. Oral translation is also provided by bilingual teachers and some members of PTA at parent meetings. Collection of such data is done at least 10 days after enrollment and translation and interpretation services are put in place immediately to insure timely services. Members at PS173Q take different roles in welcoming newly enrolled MLLs/ELLs. Roles, responsibilities, and steps are as followed: ENL certified pedagogue and trained staff: ENL teachers will greet and welcome newly enrolled students and families during registration in coordination with the pupil secretary. During this time, ENL teachers will support and assist parents in completing the Home Language Identification Survey. Each families' preferred written and oral home language code will be carefully documented and recorded for future use.</p>
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## PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Digital Consent Forms	Year-long	Konstella platform translates important documents into parents' preferred language.
Administrative Memos and Policies	Year-long	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.
Parent Meeting Fliers	Monthly	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.
Grade Level Newsletters	Monthly	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.
SEL Newsletters	October/April	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.
The Observer (student periodical)	November, January and June	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.
5th Grade Graduation / Senior information	Year long	Digital: Translation services provided on Konstella platform. If necessary, a teacher or translation services will translate the document before it is sent out to parents.

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.
Registration Day(s)	August	ENL Providers are present for all registration and utilize staff members and/or DOE interpretation services
Parent teacher conferences	November and March	Teachers request an interpreter to attend the parent teacher conferences prior to the meeting or they utilize DOE interpretation services
Parent Workshops	Year long	Staff members provide interpretation at the time of the workshop or workshops are offered in preferred language
Parent Engagement/Office Hours	Weekly	Teachers request an interpreter to attend the parent teacher conferences prior to the meeting or they utilize DOE interpretation services
PTA Meetings	Monthly	Interpretation services
Parent Orientation	Year long	ENL Providers are present for all parent orientation and utilize staff members and/or DOE interpretation services

3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:  (A) a school-wide emergency (i.e. lockdown, fire, etc..)	We utilize Konstella as a school-wide communication tool, which automatically translates messages into any preferred language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Telephone calls are made in the families' preferred language and/or Konstella messages are sent.
(C) If a parent has an emergency and needs to contact the school.	School voicemail offers translation for Mandarin and Spanish. When families call the main office and prefer their home language we secure an interpreter on staff and/or use DOE translation services when necessary.

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor’s Regulation A-663	Staff email/Google drive housing all pertinent documents
Over-the-Phone Interpretation Desk Aid	Staff email/Google drive housing all pertinent documents
Language Access Handbook	Staff email/Google drive housing all pertinent documents
T&I Unit InfoHub Link	Staff email/Google drive housing all pertinent documents
List of internal staff and languages	Staff email/Google drive housing all pertinent documents

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	Teachers are provided information on translation services. Teachers are trained at the beginning of each school year and all pertinent documents are housed in a shared Google file that all staff members have access to.
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## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent’s Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>All signs in and around school are translated into Chinese and Spanish. All brochures and fliers are translated into Chinese and Spanish and we utilize Konstella to send out school-wide messages which are automatically translated into the users preferred language. Teachers utilize the Talking Points app to automatically translate messages into users preferred language. ENL teachers provide the Parent’s Guide to Language Access at parent orientation meetings. Our school phone voicemail is translated into Chinese and Spanish.</p>
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## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Twice a year (November and April), Parent Coordinator conducts a remote parent survey on the quality and availability of services. Parents will be provided information about the on line interpretation services that are available using Google Translate in Google Classroom. We will also communicate with families using Konstella which translates messages for families.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Parents communicated with us that they liked having Konstella as a communication tool since it has language interpretation embedded, therefore, we will continue to utilize Konstella as a parent communication tool. In addition, as we come back to in-person meetings we will work toward live-streaming meetings and events via zoom so that we can provide language interpretation that way. We will also continue to work with parents to use on-line translation services.</p>

## APPENDIX 3: TITLE III (LEP) APPLICATION

### TITLE III OUTLINE

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

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

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

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

**Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to



mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

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

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

## PART A: SCHOOL INFORMATION

Name of school:	PS 173Q, The Fresh Meadows School
DBN:	26Q173
<b>NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.</b>	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	40
Total # of teachers in this program:	4
# of certified ESOL/Bilingual teachers:	4
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>As per the EDUR from May 2022, there are 168 MLLs/ELLs at PS173Q. For the school year 2022-2023, we are going to provide after-school for students at Entering and Emerging proficiency levels from grade K to grade 5. The groups will include SWDs who are also MLs/ELLs. Subgroups: Kindergarten , 1st and 2nd Grade, and 3rd-5th Grade Schedule and Duration: Wednesdays and Thursdays at 2:30 to 4:00 pm, October,2022 - March, 2023 Language of Instruction: English Number and types of certified teachers: 3 teachers with TESOL / Bilingual Extensions The materials are exclusively for Title III and are distinct from what is being used during the regular school day. The material for Title III ENL After School Program: Raz Plus ELL Version, Vocabulary A-Z, Foundations A-Z Part of the Title III funding will be used for teachers' per-session salary and teaching material.</p>
<p>Rationale</p>	<p>Our goal is to provide a learning environment with an abundance of speaking, listening, reading and writing opportunities as well as multiple entry points for ENL students to build language and content area knowledge. Our focus will be on skills that need improvement using data from iReady and Acadience. Based on the data, we found that vocabulary/phonemic awareness is a weakness across the grades. We will use the data gathered from BOY assessments to drive instruction.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The students will be grouped by grade bands and proficiency levels. Students at the Entering and Emerging levels are grouped as follows: Group 1: Kindergarten Group 2: 1st and 2nd Grade along with ELLs that have IEPs Group 3: 3rd, 4th, and 5th Grade</p>
<p>Schedule and duration</p>	<p>The Title III ENL After School Program runs from October,2022 through March, 2023. The hours of instruction will be twice a week after school for 90 minutes each day. The program takes place on Wednesdays and Thursdays from 2:30 to 4:00 pm.</p>
<p>Language of instruction</p>	<p>The language of instruction will be English. Home languages will be used as support whenever possible.</p>
<p>Number and types of certified teachers</p>	<p>There will be 3 ENL / Bilingual certified teachers who will be teaching the program.</p>
<p>Types of materials</p>	<p>The materials we use in this program are supplemental to those used in daily classroom instruction. Teachers use the "Reading A-Z for ELLs" program to reinforce student learning and increase language acquisition. We also supplement the program with the ELL resources in Teach Hub. These materials specifically cater to the needs of our ELL students. Technologies such as Jam board, Google Classroom, Flipgrid, and Google Docs will also be used to engage and keep track of students' learning.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

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

## 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: <ul style="list-style-type: none"> <li>rationale</li> <li>teachers to receive training</li> <li>schedule and duration</li> <li>topics to be covered</li> <li>name of provider</li> </ul>	Part of the Title funding will be used for professional development for ENL teachers and per-diem coverages so that teachers can attend and turn key professional development.
Rationale	It is the belief of our school that the success of MLs/ELLs is the responsibility of all teachers and staff. In the year 2022-2023 as part of the 80 minute Professional Development, we will include ENL workshops for all staff, including classroom teachers and service providers. Additionally, ENL and other relevant staff will attend workshops given by DML. All teachers are teachers of MLs/ELLs. Through staff surveys, we determined that they feel they could use more training to appropriately serve the students in their classrooms, specifically in the areas of scaffolding instruction for MLs/ELLs.
Teachers to receive training	Training will be provided for all staff involved in the Title III program. Additionally any classroom teachers and service providers who work with MLs/ELLs will be trained.
Schedule and duration	Select Mondays in October, January and March from 2:30-3:00 for a total of 3 sessions. 10/3 - Strategies to Support MLs/ELLs in the Classroom
Topics to be covered	Based on the analysis of data from NYSESLAT, Acadience, and iReady the following topics will include: Vocabulary Development for MLs/ELLs Scaffolding Grade Level Texts Foundations for MLs/ELLs
Name of provider	ENL Team: Rhea Newman, Joanne Wang, Ligia Hanc, Phoebe Chang, Joanna Cheng
Include any additional details here:	N/A

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>Based on ENL, classroom teachers' working experience, with MLs/ELLs throughout the school day, and parent surveys, parent workshops will be provided to help families understand their important role in supporting their child's language acquisition success. In addition to mandated activities, we have planned several workshops throughout the year for ENL parents. Workshops will focus on information sharing, knowledge building, and any assistance needed by ENL parents. Topics to be covered: " How to Support Your Child at Home?", " How to Prepare Your Child for NYSESLAT? ", and " Different Ways to Engage Your Child in Learning English as a New Language" Providers: ENL Team Parents will be notified of these workshops via emails and on our school wide platform Konstella.</p>
<p>Rationale</p>	<p>Based on ENL, classroom teachers' working experience with MLs/ELLs throughout the school day, and parent surveys, parent workshops will be provided to help families understand their important role in supporting their child's language acquisition success. Since many of our parents are new immigrants, our parent workshops and education programs are geared toward helping and supporting them in various ways. Our parent engagement includes helping them understand the city public school system and teaches strategies to support their child's growth in English language acquisition as well as the social-emotional needs of MLs/ELLs.</p>
<p>Schedule and duration</p>	<p>Workshops are as followed:* 1. How to Support Your English Language Learner at Home (60 minutes / 1 session / Tuesday Parent Engagement Time) - January, 2023 2 . Engaging and Supporting Language Acquisition Through Game Playing Activities ( 2 sessions / SATURDAY ) -February, 2023 3. NYSESLAT - Informational (60 minutes / 1 session / Tuesday Parent Engagement Time) March, 2023 *All of the above workshops will be conducted by the ENL team in Mandarin Chinese and/or Spanish and English. If other languages are needed we will provide translation.</p>
<p>Topics to be covered</p>	<p>Workshops are as followed:* 1. How to Support Your English Language Learner at Home (60 minutes / 1 session / Tuesday Parent Engagement Time) - January, 2023 2 . Engaging and Supporting Language Acquisition Through Game Playing Activities (2 sessions / SATURDAY ) - February, 2023 3. NYSESLAT - Informational (60 minutes / 1 session / Tuesday Parent Engagement Time) March, 2023 *All of the above workshops will be conducted by the ENL team in Mandarin Chinese and/or Spanish and English. If other languages are needed we will provide translation.</p>
<p>Name of provider</p>	<p>ENL and DL teams: Rhea Newman, Joanne Wang, Ligia Hanc, Joanna Cheng, Phoebe Chang Parent Coordinator: Debbie Moy</p>
<p>How parents will be notified of these activities</p>	<p>ENL parents will get an invitation by the Konstella platform (which is translated into their Native language) 1-2 weeks before the workshop date. They will receive a reminder through the Konstella platform 3 days ahead of the workshop.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	\$10,237.5	3 teachers x 1.5hrs x 35 sessions = 157.5 hrs x \$65.00 Total for After-school Program: \$ 10,237.5
Purchased services -High quality staff and curriculum development contracts.	\$597.00	Per-diem substitute coverage for ENL workshops as follows: 3 teachers - 1 full day workshops each teacher = 3 days of substitute teachers @\$199/day = \$597
Supplies and materials -Must be supplemental. - Additional curricula, instructional materials. -Must be clearly listed.	\$207.5.00	Notebooks, Folders, Clipboards, Construction paper, markers, pencils, and chart paper. Audio Listening Center
Educational Software (Object Code 199)	\$2,560.00	Reading A-Z ELL subscription / Vocabulary A-Z / Foundations A-Z
Travel		
Parent Engagement/ Empowerment	\$780.00	2 sessions - 2hrs per session 3 teachers @ \$65 = \$780 Select Saturday in February Parents engage in game playing and activities with their children to reinforce home to school connection and language development.
TOTAL	\$14,382	

Allocation Amount (\$):	\$14,382.00
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

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

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