

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	75Q224
School Name	P.S. Q224
Principal	Jamie Allen

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	P224Q
District Borough Number (DBN):	75Q224
Grades Served:	Pre-K-8th Grade
School Address:	252-12 72nd Avenue Bellerose, NY 11426
Phone Number:	(718) 831-4024
Fax:	(718) 831-4026
School Contact Person:	Jamie Allen
School Contact Person Email Address:	JAllen2@schools.nyc.gov
Principal:	Jamie Allen

United Federation of Teachers (UFT) Chapter Leader:	Erin Bettito
Parents' Association President:	Janean Shahied and Karina Casines
SLT Chairperson:	Danielle Hughes
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:	Tiffany Cruz

District Information

Geographic District:	75
Superintendent:	Ketler Louissaint
Superintendent's Office Address:	400 1st Ave New York 10010
Superintendent's Email Address:	klouiss@schools.nyc.gov
Phone Number:	212-802-1504
Fax:	N/A

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	
Jamie Allen	Principal or Designee*		
Erin Betito	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Melissa Espinosa	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Carol Breuers	District Council 37 (DC 37) Representative (staff), if applicable		
N/A	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Danielle Hughes	Assistant Principal		
Danny Aguilar	Member/Parent		
Karina Casines	Member/Parent		
Holly Logrono	Member/Parent		
Julita Kulig	Member/Parent		
Laura Baker	Member/Staff		
Mary Joyce	Member/Staff		
Maria Militano	Member/Parent		
N/A	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Jack Tarantino	Standard Assessment UC / Constituent Group	
Nicole Hersch	IEP Coach / Constituent Group	
Alyssa Ferro	Alternate Assessment Coach	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	School is in good standing
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Provide your school’s mission statement:	The mission statement's central focus is to underscore the role of teacher collaboration in the offerings to students . This is principally demonstrated by our teacher teams working in concert with our administrators and related service providers. These teams meet weekly to share samples of student work, analyze data trends, and plan while incessantly striving to increase student achievement. Each team espouses the very same spirit of respect and cooperation within our school, that our school leadership works tirelessly to engender across sites. We, at P.224Q, do our best to cultivate and advance a milieu of diversity and inclusivity amongst its learners. Our mission states: Every child, Every opportunity, Every day Our vision statement is also created as an aspirational statement that articulates what they would like to achieve. Our vision states: P.224Q is committed to providing a culturally responsive education to our students and a supportive framework for our families. One that results in equitable outcomes for all students in the areas of academic achievement, personal development, and social/emotional well-being; so that each individual can reach their highest potential to become an independent and valuable member of our community.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P.224Q is a District 75 school that services approximately 400 students in grades pre-kindergarten through grade eight across six sites for the 22-23 school year. P.224Q is comprised solely of students with Individualized Education Plans illustrating their many special needs. Both alternate assessment classrooms and standard assessment classrooms are employed across the many sites to realize each unique student's success. The range of disability classifications includes students with autism, students who are intellectually disabled, students with an emotional disturbance, as well as students with speech and language impairments and hearing impairments. Additionally, our student body includes approximately 29% of English Language Learners (ENL). These learners, with the support of the ENL teachers and ENL methodologies, are afforded greater access to all academic content. The ethnicity breakdown for P224Q for the 2021-2022 school year was Asian: 54%, Black: 3%, Hispanic or Latinx: 28%, Native American: 2%, Native Hawaiian/Pacific Islander: <1%, White: 12%, English language learners: 29%, Female: 25% Male: 75%. As a community, P.224Q continuously develops and refines its educational practices over time in order to reflect "best practices." Our school's beliefs are widely demonstrated in the daily labors of its teachers and the resulting student achievement data. Several of the chief tenets championed here at 224Q are that students learn best when they are: • taught in a safe, nurturing, and motivating environment • presented with well-prepared, relevant standards-based lessons which foster independence • taught through meaningful and appropriately challenging curricula with an emphasis on learning through different modalities • challenged to meet their highest academic and behavioral expectations • supported by a strong collaboration between home and school Each student's specific needs are addressed by utilizing a comprehensive set of educational strategies that are wholly consistent with prevailing researched methods. These strategies are used entirely in concert with related service providers, specialists, and support staff. Skills such as receptive and expressive communication, appropriate social interactions, overall gross and fine motor skills receive tremendous attention and remain the central features of our comprehensive program. In addition, students receive tiered and/or graduated instruction in all subject areas that are appropriate to their educational level and ability. The foundation for each student rests on this tailored instructional model. Robust assessments are appropriately conducted to determine the progress of each student across time. Overall, the student's educational framework is always finely tuned and compassionately rendered.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	Pre-K Alternate Assessment	Unique Learning	Unit Planner
ELA	Kindergarten- Fifth Grade Alternate Assessment	First Author	Unit Planner
ELA	Kindergarten-Fifth Grade Alternate Assessment	Attainment	Unit Planner
ELA	Sixth-Eighth Grade Alternate Assessment	Saddleback	Unit Planner
ELA	Sixth-Eighth Grade Alternate Assessment	Brigance Transitional Skills Inventory	Unit Planner
ELA	Kindergarten- Fifth Grade both Standard and Alternate Assessment	Fountas and Pinnell: Every Day Guide for Literacy Teaching	Unit Planner
ELA	Kindergarten- Fifth Grade Standard Assessment	Teachers College	Unit Planner
Math	Kindergarten- Fifth Grade Standard Assessment	HMH Go Math	Unit Planner
Math	Pre-K-Alternate Assessment	Equals	Unit Planner
Math	Kindergarten- Fifth Grade Standard Assessment	envisions Math	Unit Planner

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)
expanding on our writing	Webablls Section L selected skills -2021-2022, SANDI selected skills -2021-2022, writing CEP goal data from 2021-2022 Assessments.	Stagnated and delayed language development due to primary and secondary disability.

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	3	By June 2023, All P.224Q students, with prompting and support, will expand on their writing utilizing the Fitzgerald key and the developmental stages of writing to increase 2 skill sets from baseline on the 224Q created rubric for each disability population.
English Language Learners	Baseline	By June 2023, P.224Q ELL students, with prompting and support, will expand on their writing utilizing the Fitzgerald key and the developmental stages of writing to increase 1 skill set from baseline on the 224Q created rubric for each disability population.
Hispanic	50	By June 2023, All P.224Q Hispanic students, with prompting and support, will expand on their writing utilizing the Fitzgerald key and the developmental stages of writing to increase 1 skill set from baseline on the 224Q created rubric for each disability population.

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)
		September 2022			
224Q created rubric for each disability population	increase of 2 skill sets	0	.6 Skill set	1.3 Skill Set	2 Skill Sets
224Q created rubric for each disability population	1 skill set	0	.3 skill set	.6 Skill Set	1 skill set
224Q created rubric for each disability population	1 Skill Set	0	.3 Skill Sets	.6 Skill Sets	1 Skill set

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	09/24/2022	School administrators, coaches and teachers review the P.224Q Rubrics created by school staff based on the population of students served. Staff is trained how to implement assessment and score results using the rubric.
09/27/2022	10/29/2022	Teachers and classroom staff begin baseline data collection using the P.224Q Rubric assigned to the student population in the classroom. Data collected is calculated and reported into site based online hub using classroom roster.
11/01/2022	01/28/2023	Coaches, teachers and speech providers participate in professional learning cohorts based on student population and rubrics used to analyze baseline data, extract learning targets and develop collaborative lesson plans to engage students in language rich activities, supporting students.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Teachers and classroom staff complete mid-year data collection using the P.224Q Rubric assigned to the student population in the classroom. Data collected is calculated and reported into site based online hub using classroom rosters.
03/01/2023	05/27/2023	Professional learning cohorts continued with adjustments made after analysis of mid-year data collection. Students continue to engage in language-rich lessons supporting each Rubric.
05/30/2023	06/27/2023	Teachers and classroom staff complete end of year data collection using the P.224Q Rubric assigned to the student population in the classroom. Data collected is calculated and reported into site base online hub by classroom roster.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	09/30/2022	Introductory letter/video informing parents and families of 2022-2023 ELA CEP Targe how we plan to improve it, ways parents can support this at home and a calendar of school based in person and online family trainings dates.	
10/01/2022	06/27/2023	Coaches and Speech Department use baseline data to create training sessions 4 times throughout the year to educate parents in supporting their child at home.	

Human Resources	Classroom Teachers ELA Coach AA Coach Autism Coach Related Service Providers Curriculum Coordinator
Instructional Resources	core standards aligned/connected curriculum
Schedule Adjustments	Schedules have been created to allow for common planning time and inquiry promoting collaboration among teachers.
Other Resources Needed	iPads, computers, Promethean boards, AAC devices

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)
Financial Literacy	Webablls Section B, C, G, R selected skills - 2021-2022, SANDI MA selected skills - 2021-2022, Go MATH Grade Band Assessments- 2021-2022.	Stagnated and delayed language development due to primary and secondary disability. Globally, the nation ranked 14th in the world for basic financial skills as of 2014 (the most recent statistics), with only 57% of adults considered financially literate, according to Standard & Poor's Global Financial Literacy Survey. Meanwhile, as of 2022, the U.S. was in the top 4 for highest debt per capita. The cycle of debt begins at a young age for most Americans, inciting and feeding their reliance on student loans and credit cards. Poor money management skills beget decisions made in haste, desperation, and anxiety, leading to more debt, creating more stress-induced decision-making, and so on. Research, including influential work by David Whitebread and Sue Bingham of the University of Cambridge, suggests that many of our financial habits are set by age 7.

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	5	By June 2023, All P.224Q students will increase their financial literacy skills by increasing 2 skill sets from baseline on the 224Q created rubric for each disability population.
English Language Learners	Baseline	By June 2023, P.224Q ELL students will increase their financial literacy skills by increasing 3 skill sets from baseline on the 224Q created rubric for each disability population.
Hispanic	50	By June 2023, P.224Q Hispanic students will increase their financial literacy skills by increasing 1 skill sets from baseline on the 224Q created rubric for each disability population.

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)
		September 2022			
224Q created rubric for each disability population	2 skill sets	0	.6 skill set	1.3 Skill sets	2 Skill sets
224 Created rubric for each disability population	Skill sets	0	1 skill set	2 skill sets	3 skill sets
224Q created rubric for each disability population	Skill sets	0	.3 skill set	.6 skill set	1 skill set

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/30/2022	Creation of site-based Inquiry teams, structured by grade bands and student population will be established to create methods and strategies to incorporate Financial Literacy within math lessons.
10/01/2022	11/01/2022	Teachers will administer selected financial Literacy baseline assessment based on disability population.
10/01/2022	01/31/2023	Collaboratively, teachers will review strategies from Attainment, Go Math, Equals, enVisions and identify Financial Literacy Skills and related concepts to be used for instruction. Teachers will revise and modify resources to target student needs.
10/01/2022	01/31/2023	Teachers will research strategies to teach Financial Literacy and concepts, specifically interactive instructional resources such as Pear Deck, Kahoot, EdPuzzle, IXL, Starfall, Google Slides, ST Math, Think Central, etc.
10/01/2021	01/31/2022	Collaboratively, teachers, ENL, and speech department will review Financial Literacy skills being taught and revise delivery and instruction to be focused on student needs using ENL and speech methodologies.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/01/2023	Teachers will administer Financial Literacy selected mid-year assessment based on disability population.
03/01/2022	06/30/2022	Teachers will be given the opportunity to host colleagues to conduct peer-to-peer observations to share best practices in teaching Financial Literacy and designing effective instruction.
03/01/2023	06/30/2023	Collaboratively, teachers will review mid-year assessment data and revise the delivery of instruction with related service providers and cluster teachers to ensure the use of Financial Literacy skills across all subject areas.
03/01/2023	06/30/2023	Inquiry teams structured by different grade bands will provide in-house professional development to support the teaching of selected strategies, deepening the understanding of math concepts and Financial Literacy as it applies to real-life applications.
06/01/2023	06/30/2023	Teachers will administer selected math Financial Literacy end of year assessment based on disability population.

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)
09/01/2022	09/30/2022	P.224Q's welcoming family event to introduce the Comprehensive Education Plan (CEP) math goals for the 2022-2023 school year. School stakeholders will share the plan throughout all P.224Q sites.	Parents and families, administration, teachers, related service providers, school counselors, paraprofessionals, and any community sponsored organizations willing to participate.
10/01/2022	10/29/2022	P.224Q hosts site orientation for families to learn about the different strategies that will be implemented during the school year, based on student population and grade band.	Parents and families, administration, teachers, related service providers, school counselors, paraprofessionals.
11/01/2022	11/30/2022	Parent-Teacher conferences to discuss individual student progress in math academic CEP goal based on baseline selected assessment data.	Parents and families, administration, teachers, related service providers, school counselors, paraprofessionals.
12/01/2022	06/30/2023	Parent and family workshops hosted by P224Q staff and outside community based organizations (i.e. Google, Apple, Promethean, Microsoft, etc.) to showcase the use of available digital and interactive resources to support the increase of Financial Literacy skills for all students.	Parents and families, administration, teachers, related service providers, school counselors, paraprofessionals, and community sponsored organizations.
01/03/2023	06/30/2023	Teachers will conduct parent outreach via phone calls, zoom meetings, emails to share student progress towards math CEP goal. Observations in the classroom will be provided and teachers will inquire about students progress at home utilizing financial literacy.	Parents and families, administration, teachers, related service providers, and school counselors.
02/01/2023	03/01/2023	Teachers will provide parents with mid-year results of the selected assessments for math CEP goal and share strategies to assist parents in reinforcing home instruction.	Parents/families and teachers.
03/01/2023	04/01/2023	Parent-Teacher conferences to discuss individual student progress in math academic CEP goal based on mid-year selected assessment data.	Parents and families, administration, teachers, related service providers, paraprofessionals, and school counselors.
06/01/2023	06/30/2023	Teachers will provide parents with end of year results of the selected assessments for math CEP goal and review successful strategies to continue reinforcing home instruction.	Parents/families and teachers.

Human Resources	Classroom Teachers, SA Coach, AA Coach, Autism Coach, AIS teachers, Family worker, Related Service Providers, Curriculum Coordinator, Representatives from Community Based Organizations to support use of digital resources.
Instructional Resources	Common core aligned/connected curriculum, iPads, iPods, MacBooks, promethean boards, symbol STIX, Boardmaker, AAC devices, subscriptions to interactive and digital instructional tools and resources.
Schedule Adjustments	Schedules have been created to allow for common planning time and inquiry to promote collaborative teachers. Scheduled parent outreach time and workshops for families. Scheduled professional development inside and outside school. Scheduled parent-teacher conferences and events to update parents on student progress.
Other Resources Needed	iPads, iPods, computers, Chrome books, Promethean boards, AAC devices, Vocabulary Cards, Interactive Word Walls, Subscriptions to interactive and digital instructional tools and resources., Real world opportunities to practice financial literacy skills.

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)
increase rigorous instruction	informal observations 2021-2022, student data 2021-2022	As special education teachers, we often need to give directions and help our students learn how to respond appropriately to complete a task. With varying levels of student abilities, we need to be prepared as the teacher to not only provide the appropriate level of prompting, but to also have a plan for eventually eliminating or fading the prompt. Too much prompting can lead to what is known as "prompt dependency", and we as special education teachers see this to frequently.
SEL Support	informal observations 2021-2022, student data 2021-2022	Returning back to "normal" can be stressful for staff and students. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.
Safety and restorative approaches to behavior	break data from 2021-2022, Office referrals from 2021-2022	As teachers (and administrators), we know that a safe and orderly educational environment is vital to effectively and efficiently deliver high-quality instruction. Students who display maladaptive behaviors can disrupt this environment and jeopardize the safety and learning of other students. Removal from class and students taking breaks have shown time away from academics.

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
Collaborative & Trusting Relationships	68	By June, 2023, practices related to Personal Attention & Support will improve 2 percentage points, from 68 percent to 70 percent, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	0	By June 2023, practices related to Social-Emotional Support will improve 15 percentage points. from 0 percent to 15 percent, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.
Safety & Restorative Approaches to Behavior	82	By June 2023, practices related to Classroom Behavior will improve percentage points, from 82 percent to 90 percent, 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)
		Last School Survey Data From 2019-2020 School Year			
NYC School Survey	2%	68%	N/A	N/A	2%
NYC School Survey	15%	0	N/A	N/A	N/A
NYC School Survey	8%	N/A	N/A	N/A	8%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	09/30/2022	P224Q Staff will disseminate a school-wide calendar of events and set school-wide communication standards and procedures between school and family homes. Needs assessment survey is created and disseminated to the families in order to create parent workshops driven to the family's needs.
10/01/2022	10/15/2022	The needs assessment survey is analyzed and family workshops and training are created based on the needs assessment. The training is scheduled and the calendar of workshops, training, and school/site-wide events is distributed to families.
10/18/2022	01/28/2023	P224Q Staff hosts workshops on the parent-selected topics from the needs assessment. School-wide site-specific education celebration with family participation. Analyze family response to provided workshop evaluation after completion of events and training. Distribute results to staff and administration to assist in order to adjust future school-wide events.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	P224Q will analyze the first half of the school year family engagement data. The school will then distribute a new needs assessment family survey to adjust family workshops, training, and events for the end of the school year. The needs assessment will be reviewed and workshops and training will be scheduled.
03/01/2023	05/31/2023	Family workshops, training, and celebration will be scheduled and modified to fit the needs stated by the families and identified as necessary by the school. Families will complete an event evaluation and the data will be collected and distributed to administration and staff.
06/01/2023	06/27/2023	End-of-year school-created survey and evaluation distributed to families. School year family engagement data is aggregated and evaluation forms analyzed.

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)
09/01/2022	06/26/2023	School-wide / classroom Remind account connecting with families. All current and new families join School / classroom Remind	Families, administration, teachers, UC, Staff
09/13/2022	09/30/2022	School wide calendar with upcoming PTA meeting and DOE/school scheduled events Distributed among families.	Administration, UC, school aide, Family worker, Teachers
09/13/2022	09/30/2022	Needs assessment survey distributed amongst families for all workshops and trainings for the school year.	Administration, UC, coaches, Family workers, teachers, families.
09/13/2022	06/27/2023	School Social Media Accounts are created and updated regularly. Families are encouraged to join social media accounts for all the recent upcoming events and information	Administration, teachers, Families, family workers, School aides, UC, Tech Liaison
09/01/2022	10/31/2022	Using Technology at home family workshop- Will provide families with training on our Digital platforms, logging into Google classroom, zoom, and other school based applications.	administration, Teachers, Family worker, Tech Liaison, families
09/09/2022	06/26/2023	Agency family workshop and training - will be determined as per school needs and needs assessment survey completed by families.	Family ,Agency, Family workers, UC
10/01/2022	11/16/2022	opwdd family workshop	Family, Family workers, UC, Agency
10/18/2022	06/15/2023	Cook Shop family Training.	School aid, family worker, UC
10/18/2022	06/27/2023	Site/school wide learning celebration events. Families invited/zoom participation.	Families, Administration, Coaches UC, Teachers, School Aides
02/01/2023	02/11/2023	Needs assessment survey distributed to families. This assessment is to see if we are meeting the needs of the families and if there is any further trainings/ workshops they feel might need to be added to the schedule.	Administration, UC, coaches, Family workers, teachers, families.
10/01/2022	06/27/2023	Student suggestion box.	Students, teacher, RSP, Administration, UC, Coaches P224s Staff
02/28/2023	03/05/2022	Reading day celebrations (Dr Seuss day) Teachers, students and families celebrate reading through various means. (in person read aloud, zoom, pre recorded)	parents, administration, teachers, P224 Staff, Tech Liaison
09/07/2022	06/26/2023	School website continues to be updated with current events, workshops, and celebrations.	UC, Coaches, Teachers, staff, families, school aide.
08/01/2022	08/01/2022	Staff and family meet and greet - Block Party	Families, Administration, Teachers, staff,
06/01/2023	06/26/2023	End-Of- Year school survey/ Evaluation distributed to families.	Administration, UC, coaches, Family workers, teachers, families.

Human Resources	Administration, ELA/Math Coach, AA Coach, Autism Coach, Unit Coordinators, Teachers, Related Service Providers, Family worker, School Aides, Technology Liaison, Agency liaisons, Paraprofessionals
Instructional Resources	Agency information, workshop information and resources, Cook Shop Resources,
Schedule Adjustments	Pre-planned events for school calendar, updated calendar with new events, SEL Curriculum, Coverage for presenters of workshops to assist with schedule changes. Scheduling location for workshops and training.
Other Resources Needed	Social media platforms, School website, iPads, Translation applications/Line, Promethium Board, Zoom, Google Classroom, Remind, Visuals, Needs assessment, Workshop/event Evaluation form

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
include/document parent voice in the IEP Process	randomized selection of IEP's in 2021-2022	We have the conversations with the families, but documenting it in the correct areas within the IEP requires further training.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	63	By June 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve documentation of "Parent Voice" throughout Present Levels of Performance by a 25 percentage points, from 50 percent to 75 percent as measured by IEP Reviews.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 16, 2022			
SEGIS IEP Completion Report and IEP reviews	25% overall growth	50%	8.3% growth	16.6% growth	25% growth

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	10/01/2022	Ensure compliance dates and deadlines are explained, understood and followed through on.	All Staff will review IEP annual review dates for each student they are responsible for. IEP protocols will be reviewed and questions answered to ensure staff understanding.
10/01/2022	11/01/2022	Communication of IEP Compliance Dates	Staff will complete Compliance Date Spreadsheet and share on 224 Group.
10/03/2022	02/13/2023	Staff Competency in IEP Protocols	Professional Development in IEP Protocols and parent voice.
			N/A

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	10/01/2022	Families are notified of their child's IEP compliance dates.	N/A
09/01/2022	08/31/2023	Families participate in IEP annual review in collaboration with school staff.	

Human Resources	Classroom Teachers, Specialized Teachers, Related Service Providers, Administrators
Instructional Resources	Professional Development in IEP Protocols and parent voice.
Schedule Adjustments	Staff will review compliance data and receive training during the extended day time.
Other Resources Needed	Staff access to computers and SESIS website.

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3 phonics	Formal assessments informal assessments teacher observation	Fundations	small group or individual as needed	during school	no
Tier 3 Slight words comprehension grammar phonics fluency	Formal assessments informal assessments teacher observation	Reading A-Z	small group or individual as needed	during school	yes
Tier 3 math vocabulary	Formal assessments informal assessments teacher observation	GoMath	small group or individual as needed	during school	yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Sensory Area Tier 3	Students self monitor and determine break to meet their needs to replace a possible negative behavior or to be proactive and prevent negative behavior.	Chill Zone	One to One	During school day	No
School Wide Behavior Plan Tier 3	District 75 Students with emotional challenges	Power of Choice/ School Store	One to One	During school day	No
Service Dog Tier 3	Provides emotional support for students throughout the day with emotional challenges	Muttigrees	small group and one to one	During school day	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	3
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Describe the services you are planning to provide to the STH population.	P.224Q has a best-practice protocol that we outreach to families and offer assistance and support through our counseling department unit coordinators parent coordinator and family worker.
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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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
P.224Q 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.224Q, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	75
Borough:	Queens
School Number:	P224Q

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	Jamie Allen
Assistant Principal	Danielle Hughes
English as a New Language (ENL)	Nikki Maldonado
English as a New Language (ENL)	Nadya Huerta
English as a New Language (ENL)	Erin Betito
School Counselor	Anthony Lero
Teacher/Subject Area	Mary Joyce
Teacher/Subject Area	Brian Carroccio
Parent	Melissa Espinoza
Parent Coordinator	Tashana Marinas

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:	3
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	3
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	2

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):	343
Total number of current ELLs at your school:	101
Total percentage (%) of current ELLs at your school:	29.45%
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	.29%

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	NA			0													0
TBE																	0
TBE																	0
DL	NA			0													0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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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>Integrated and stand-alone ENL are implemented as per CR PART 154 by using the students' NYSESLAT scores to determine minutes of service. Teachers teach both stand-alone and integrated. Standalone takes place in the ELL classrooms of each site, while integrated, the ELL teacher will join the classroom to help design and execute effective instruction. Ungraded Heterogeneous grouping can be found across sites, however, each student is served based on their mandated minutes of service and IEPs. Standalone : Students are in their classroom and will be pulled out of the room, or taken to the back of the classroom. ENL teachers create meaningful lessons catering to CR-PART 154 and the students IEP. Based on the specific minutes students will work with teacher for the allotted time. Students will return back to class. Sessions are a mix of graded/ungraded and homogenous/heterogenous depending on the site.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated instruction takes place in the classroom in collaboration with the classroom teacher. Lessons are designed and catered to the students mandated minutes as well as their IEP. Teachers work closely with the classroom teacher to ensure all goals are being met using ENL methodologies. 224 teachers plan cohesively so many of our lessons, activities, and culminating activities intertwine between sites. Differentiation , IEP goals, and mandates are all considered throughout the planning process. Sessions are a mix of graded/ungraded and homogenous/heterogenous depending on the site.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>NA</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The school uses the RLAT to determine each student's language level which determines their mandated minutes. 224Q strives to fulfill CR-154 instructional mandates within staffing and logistical constraints of our multi-sited organization. Teachers create schedules to ensure all students are receiving ENL services. In each program model, teachers design ELA lessons based on the curriculum being followed by the classroom teachers. ENL teachers work hard to attend inquiry meetings in order to make sure they are following the curriculum, staying up to date, and creating as many resources possible to support students linguistic academic journey.</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>NA</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/a</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>N/a</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>We have 66% newcomer ELLs. .09% are SIFE 1. Newcomers (students with less than 3 years of service) We provide these subgroups with extensive exposure to the English language in the 4 modalities using the New Language Arts Progressions (NLAP) standards, NYSAA, and CCLS. We will target the five CORE reading elements: phonemic awareness, phonics, reading fluency, vocabulary and comprehension using scaffolding strategies during instruction to support newcomers. We will differentiate instruction using learning styles, multiple intelligences and Universal Design for Learning in order to provide multiple means of representation, action and expression, and engagement. We will provide opportunities for students to utilize CALLA learning strategies to enhance learner independence; we will use the students' L1 native language to improve L2 comprehension, where relevant, via cognates. We will provide comprehensible input by using visuals, realia, concrete examples, TPR, and technology; we will tap into students' background culture and knowledge to help make L1 to L2 connections and we will also provide learning experiences targeting the four language modalities: speaking, listening, reading and writing. For each ELL group being served, differentiation and scaffolding techniques are present. By connecting IEPs, student groupings, the CCLS, NYSITELL results, each child has a differentiated learning experience.</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>10 % are long term ELLs. Differentiation and scaffolding techniques will look different for a long-term ell as opposed to a developing ELL. Based on the EDAT our long term ELLs struggle with writing. Our long-term ells are performing well in the modality of Speaking. Therefore , we are providing special focus to the modality of writing for long-term ELLs. At 224 we have adapted our curriculums to incorporate writing. We also use the First Authors Curriculum to encourage writing for our Ells. ENL, AIS, Inclusion, Speech and classroom teachers all collaborate to give effective services that lead our students to the least restrictive environment.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELLs .3%. Former ELLs receive their mandated 90 minutes of ENL service. They are also still invited to ENL programs such as TITLE III. We also give a list to classroom teacher of ELLs and former ELLs. We work closely with teachers to provide constant support by providing data about the student (home language, ELL status (CM) - ENL methodologies, and different instructional strategies that will best support the learner. This is done by ELL teachers administering PDs for staff, attending inquiry meetings, participating in common planning and constant collaboration throughout the year.</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>According to the EDAT the students that had the highest scores across modalities compromised mainly of 2nd and 3rd graders. In these grade levels, students performed highly in the reading, listening and speaking modalities. The lower modalities had an overwhelming amount of students score low with the writing portion of the exam. A lot of our students struggle in writing, this is what stands out when looking at the results of the NYSESLAT on the RLAT & EDAT. Speaking is always our strongest modality. Our school has created student trajectories in order to address this based off of the WEBABLES curriculum. We use First Authors to address these needs. For the other modalities, we are seeing progress, however, the NYSESLAT does not accurately measure our ELLs' English-language proficiency, as our students are diagnosed with developmental disabilities.</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>Our Alternate Assessment students perform better on the NYSAA than they doon the NYSESLAT. They do take assessments however, they are not standard. For students that are standard taking the NYSESLAT we look every year to compare scores of ELA and Math state exams to see if any students can test out of our program. We also use the other assessments as a tool to determine student progress in other classes. Spring NYSESLAT and ELA and Math State Test comparison: ELA - all students scored Level 1 Math - all students scored Level 1 The relationship shows that most of our students scored 1 for ELA and MATH - and for NYSESLAT they scored at the Entering level.</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>All of our ELLs are considered at-risk by virtue of their enrollment in D75. 82% of our ELLs did not make progress on the NYSESLAT. We notice that writing is difficult for our English Language Learners which makes it hard to succeed on the NYSESLAT. Each part of the exam, besides speaking, requires a writing section. Although many of our kids are able to articulate information using words, they are still unable to write their thoughts and complete the exam. Based on these findings curriculum and instruction will be tailored to giving our ELLs the tools to enhance their writing skills in English. Attendance of ELLs influences their achievement because due to their disabilities, our students depend on consistency for success.</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 Home languages of ELLs with the largest representation at our school is Spanish & Mandarin. At our school we provide translation and interpretation services for every single event, or interaction. We have paras who speak Spanish, our parent coordinator speaks Spanish and we do a lot to support families in their native language. To go further, we use REMIND, GOOGLE, Microsoft Translate, and the DOE interpretation / translation phone line. Fliers and any messages are sent out in Spanish and Mandarin (We send in other languages provided by DOE too). The tools previously listed all offer a way to translate documents or information. We also have our school website that can also be translated. It is a top priority at P224Q to meet the language needs of all learners and families. Students with bilingual mandates are also accommodated by a bilingual paraprofessional in their classroom to support linguistic needs. In our school, we have staff who speak Arabic, Urdu, Bengali, Pashto, Malay, Korean, & Haitian Creole. They are available to interpret/ translate for students and their families when necessary, as well as provide Native language scaffolding during instruction.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>33 % of our ELLs are Native American or Alaskan Native. 47.2% Asian 2.8% Black 14.2% White During the planning and the delivery of the CR-SE, staff try and create a welcoming and affirming environment by creating opportunities to allow different groups and ideas to become part of the fabric of the school community and working with families early and often to gather insight into student's cultures, goals and learning preferences. Staff fosters high expectations by collaborating with teachers to develop tools for persevering in difficult social and academic situations, as well as challenging students whenever possible to do more than what feels academically comfortable. Teachers create an inclusive curriculum by connecting instructional content with the daily lives of students and using culturally- specific examples that will tap into background knowledge. In addition, we use multicultural literature.</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>Many of our ELLs are entering or emerging. We believe the students cognitive learning levels play a big role in the results of their test taking. All of our ELLs have IEPs. Based on the EDAT a significant number of students in all grand bands scored low in the writing portion of the NYSESLAT.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ILT considers MLs/ELLs in the school's instructional design by ensuring ENL methodologies are part of every single lesson taking place in our school. Planning and designing instruction, the team considers languages, trajectory levels, NYSESLAT results, and cultural backgrounds. An ENL staff member is on the instructional planning team to ensure that ML/ELLs are being considered in all planning across sites.</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>All content at p224Q is delivered in English in both Stand Alone and Integrated program models. Teachers use ENL methodologies within their instructional approaches. We provide opportunities for students to transfer skills and ideas from one situation to another (ADL for ML/ELLs) and we bring meaningful connections between skill, ideas and how they relate to real-life situations. We are constantly fostering independence with the goal of English Language Proficiency. We are meeting the needs of the NGLS in by engaging students in content- rich texts, encouraging classroom discussion, building written language as well as academic vocabulary and language, and engaging our students in language immersion which would give learners the opportunity to embrace language by "doing."</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>We use a variety of instructional approaches and grade level learning materials. Support includes modeling, guided practice, and independent practice. We provide opportunities for students to transfer skills and ideas from one situation to another (ADL for ML/ELLs) and we bring meaningful connections between skill, ideas and how they relate to real-life situations. We are constantly fostering independence with the goal of English Language Proficiency. Promethean boards, IPADS, computers, are all used to support access to core and academic content areas while accelerating English language development. ELA language materials are curriculum based , examples are : First Authors, Unique, Building with Stories. All ELLs at p.224Q have an IEP.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>P. 224Q is committed to encouraging collaboration among the ENL staff, and classroom teachers in order to provide our ELLs with intensive small group explicit, direct instruction. ELL instruction will be provided by certified ENL teachers during regular scheduled service times, using the integrated and standalone model. Instructional programs and materials presently used in our ENL program include: iPADS, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families; Rigby Curriculum - Activate Early Learning and On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), NYSESAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), Unique Learning Systems, Reading A-Z, Touch Math, Lakeshore's photo cards to build language, Word and Sentence Flip Books, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), music, puppets, ENL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials. These programs, materials and interventions are based on current researched based ENL methodologies. Finally, NYSESAT test prep opportunities will continue to be implemented. Our sites cater to curriculum that will lead students to their least restrictive environment. Instruction is designed to meet each learners specific IEP goal. Using their goals, ENL methodologies and instructional practices (listed above) - students are able to attain English language proficiency by practicing applied daily living skills and following the provided curriculums with support of classroom teachers and ENL teachers.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Screening assessments used are WebABELS and SANDI FAST. At P.224Q we use WebABLLs to create student trajectories. Based on the trajectories and students' IEPs, students are placed into different groups and we work on the skills they need to help them acquire English. Our goal is for them to go from Trajectory 1-Trajectory 3. P.224Q created skill based trajectories based off of the Web ABLLs screening tool.</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>At P224Q, intervention services are provided in the English Language. At our school, we offer ENL services in ELA and math. Some of the resources used to intervene in specific areas include - For our Standardized students, we use the Go Math Curriculum, Brain Pop, Reading A-Z, Everyday Math & Treasures. For our AA students, we use Unique Learning Systems which is a thematic based curriculum that covers math, science, SS, & ELA for our NYSAA students.</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>In order to meet the academic needs of our diverse students, we use streaming. Students are grouped based on literacy and math levels. This allows teachers to target specific areas of development for each student and provide instruction based on student need. We also use academic intervention services. Using AIS, student's needs are determined and targeted strategies are put into place. Progress is monitored on an ongoing basis to determine the success of the strategies on student achievement. RTI has been concluded for all of our students. They have been placed in D75 as a result.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Assessment tools used at P224Q include - Fountas and Pinnell, Fundations, SANDI, NYSAA, READING A-Z running records, ELSB, Pathways to Literacy, Building with Stories, Language Links to Literacy, Teachers College Units of Study Writing Continuum, and teacher made assessments. The insight this data provides about our ELLs highlights their early literacy skills and next steps. During formative assessment we are able to determine, based on results, if a student is able to : read accurately, fluently & if the student is able to comprehend the text being read. This data helps inform our school's instructional plan because we design instruction based on results. ELL teachers can use IEPs, student NYSESLAT scores(standard), plus assessment evidence to create meaningful instruction aligned to the CCLS/ NGLS. Also, it helps us determine what curriculums will work best with our student population. Based on results, teachers instructional plans will be data related.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Working closely with the school based support team ensures that all MLs/ELLs are evaluated in their home languages throughout the year. Students at P.224Q with a Bilingual mandate are entitled to an Alternate Placement Para. During the year, students with the Alternate Placement Para will have their evaluations and instruction given in their home languages. We ensure this by making sure each child with a bilingual mandate receives an AP Para in their classroom. Paras work with the ENL teachers to ensure that instruction and information is being relayed appropriately in the students native language. Related service providers also conduct evaluations in students' home languages when necessary.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>For our standard students - NYSESLAT - ELA State exam and MATH; For AA - SANDI-Fast - WEB ABELS This will assist us in determining if our ELLs make adequate yearly progress. Based on their progress, we will take the necessary steps to enhance our ELL program. Depending on their scores, as per CR-Part-154, schedules are made based on Integrated and Standalone instruction. Based on these findings, teachers are able to collaborate with classroom teachers to enhance instruction and language proficiency. We also turn-key information to teachers about using ENL methodologies in the classroom to ensure students are given consistent ENL support. ENL pedagogues give a feedback form to families at the end of the program, this is truly helpful when planning for future sessions.</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.

NYSESLAT ADMINISTRATION PLAN : Teachers create site based schedules to execute the speaking portion. After, teachers create site based schedules to give the other sections. Teachers receive a schedule, an allotted spot is set for testing, and all NYS protocols are followed. During the testing period, the test is also considered a service. When ENL teachers are not testing, they are following their schedules and giving the mandated service for each student. There are 3 ENL teachers that execute the test in addition to support staff that are trained to help.

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>At 224 we follow the provided curricula from our administration. The curricula provides each learner the opportunity for listening, speaking, reading and writing. Differentiation amongst teacher teams ensures that all students are engaging in grade level content that is cognitively, socially, and age appropriate. ELL teachers and content teachers collaborate to ensure all work is differentiated using ENL methodologies. All students served have IEPs, and that this subgroup is the</p>
<p>b. SIFE</p>	<p>AIS / ENL services we ensure that we provide access to grade level curriculum as well as working on any educational aspects of their learning that were interrupted. We use resources like READING A-Z, BRAINPOP - IPADS, BUILDING WITH STORIES, and any other resource that may include support from their home language.</p>
<p>c. Newcomer</p>	<p>For newcomers we create an environment of inclusion by creating a classroom that promotes diversity. We continue to do this by celebrating students cultural differences. We try to incorporate texts that reflect the newcomers culture. Assign projects and activities in which students have the right to share about their experiences and we do as much as we can to support their native language as they begin to embrace English. We continue to do formative assessments , summative and other culminating activities to constantly assess their learning while working to lower their affective filter. Our units are designed to provide access to grade level content and curricula.</p>
<p>d. Developing</p>	<p>For developing students we continue to target the 5 core reading elements , phonemic awareness, phonics, reading fluency, vocabulary and comprehension, using scaffolding strategies to support Developing students.</p>
<p>e. Long Term</p>	<p>We continue the same support with our long term ELLs. We offer differentiated instruction in order to provide multiple means of representation and engagement in order to access grade level content and curricula.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs continue receiving their 90 minutes of instruction weekly and are still supported by AIS, INCLUSION , ENL and classroom teachers. This is done by teachers continuing to collaborate and discuss the needs of the student. In this way, we provide former ELLs access to grade-level work and curricula.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>For students ENL with a bilingual mandate there is an alternate placement paraprofessional provided to the classroom to help support and assess the learner in their native language. Support is assessed by identifying mandates, and delivered by ensuring that they have the classroom support. Also, making sure messages and fliers are sent translated is a top priority at our school.</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>Not applicable at this time-</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>ENL teachers set goals for our learners and collaborate with teachers and families in order to achieve them. PD's, packets, and collaboration give ELL teachers the time to explain the academic and social emotional needs our students are facing. Giving an understanding to school staff about the significant needs of ELLs helps teacher and administrators prepare their classrooms and our school to make it a culturally inclusive environment for all. Packets for all staff include ENL methodologies and communication strategies. Resources are also shared in amongst teams and sites in our Microsoft Outlook groups. We also do a cultural awareness workshop to show staff members how to interact with different cultures.</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>Title III, Monday Professional Development Sessions, District offered PD's. This year as per CR-PART-154 schools are asked to have 15% ELL based PD's. P224Q's ENL staff will present this year on specific ELL topics that will help our administration and staff become aware of the major changes (CR-PART-154 and how it will impact their students,) as well as give them insight about how to better accommodate ELLs in their classrooms. (Translation/ Interpretation services/collaboration/minutes/SIFE/Cultures etc) Training from D75 Professional Development sessions will help our staff meet the 15%/50% of total hours.</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>We have PTA meetings, TITLE III, Carnival & Fundraisers. This year, our PTA created a few weekend events for our learners. It was a lot of fun getting together to make ginger bread houses, sing songs, or just meet other faces from the school. Bringing the community together for meetings that aren't mandated is so important to our organization. We want each and every family feeling as if they are home, because they are. We use in house staff as well as interpretation services to provide language support to our ELL families. TITLE III we give resource packs for families to feel connected while in the classroom or remotely.</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>Each teacher lets families know that every Tuesday they are available for questions. We have microsoft phone numbers, an ELL email group, and we have REMIND classrooms. This gives parents and families access to us in many different ways. During these times families can contact us and discuss goals, language development, language proficiency and any other concern.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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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>At P224Q newly enrolled ELL's and those enrolled throughout the school year are encouraged to participate in the Chapter 683 summer program where they will receive ENL instruction. (This only applies to a student newly enrolled before the school year begins.) We also host a carnival at our PS 710 site for new families entering P224Q before the school year to assist students and families in becoming well versed and comfortable in their new school environment. Staff involved - ALL teachers all administrators - Chap 683 - parent coordinator(LAC) Carnival - 710 staff, administrators , ELL teachers - parent coordinator (LAC)</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The title of our identification team are ENL teachers. The structures in place for intake and identification of ELLs year round include, Home language survey, informal interview, LPT meeting, ELL determination - Nysitell Administration. Each ELL teacher participates in the intake process of identifying ells. Being that we are across the sites, we do most of our intake process during the provided orientations within the first two weeks of school. These are scheduled school wide and give each family a few opportunities to attend. During this time our team implements the HLIS and interviews. All hands are on deck and the process is smooth and effective. Throughout the year at each site, their is a ENL teacher that will do intake for a new student. The HLIS is given and protocols are followed by the ELL teacher as listed above.</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
Tashana	Marinas	Parent Coordinator	2022	Yes	

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	317	89.1	370	87.68
Spanish	32	6.4	28	6.64
Mandarin	1	0.24	5	1.18
Korean	6	0.24	1	0.24
Bengali	2	0.24	1	0.24
Russian	3	0.47	2	0.47
American Sign Language	0	0	2	0.47
Mossi (aka more)	0	0	1	0.24

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	16	16
Mandarin	2	2
Urdu	1	1
Greek	1	1
Italian	1	1
Bengali	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:

- Part III of the Home Language Identification Survey (HLIS)
- Automate The System (ATS) reports
- Student Emergency Contact cards
- Surveys conducted by your school.

The data and methodologies our school uses are, the Part III of the Home language Identificaiton Survey, the automate the system (ATS) reports which provides us with the families home language and the student emergency contact cards (blue card) which include the parents preferred language of communication including written and oral.

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.
PTA FLYERS	Monthly	We use google translator, Microsoft translator and staff
Parent workshop flyers	Monthly	We use google translator, Microsoft translator and staff
Title III Announcements	4 times a year	We use google translator, Microsoft translator and staff
School announcements	As needed	We use google translator, Microsoft translator and staff

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent teacher conferences	4 times a year	Language and interpretation phone line and school staff
IEP Meetings	On a consistent basis	Language and interpretation phone line and school staff
Parent workshop	Monthly	Geneva worldwide
PTA Meeting	Monthly	Microsoft translator

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..)	Our school uses the REMIND App to communicate with parents in the event of an emergency. Remind translates messages to parents in their preferred language.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Staff will use the language interpretation line (Linguistica International) or a staff member to assist with translation.
(C) If a parent has an emergency and needs to contact the school.	If a parent has an emergency and needs to contact the school a staff is utilized. If staff member is not available we call the parent back use the language interpretation line. A parent can also use the REMIND App to inform the teacher or the school in the event of an emergency.

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	Distributed via staff email
Over-the-Phone Interpretation Desk Aid	Distributed via staff email
Language Access Handbook	Distributed via staff email
T&I Unit InfoHub Link	Distributed via staff email
Microsoft Translator PowerPoint presentation	Turnkey training and Distributed via staff email

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	A PowerPoint presentation was created on how to Use Microsoft Translator. The Interpretation language (Linguistica International) line and phone number is shared with staff.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:	
<ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	Brochures and flyers are sent home to all parents and posted on google classrooms. Remind is also used to disseminate information to parents in their preferred language. Translated signage is posted in our buildings.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.	Our school uses Electronic surveys at the conclusion of any parent meeting, workshop, etc. to gather feedback on language services they receive. The electronic surveys are translated into parents preferred languages. We also ask for parent feedback during one-on-one meetings.
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.	Our plan is to enlist the help of the interpretation service Geneva worldwide, school staff, and Microsoft translator to support the language needs of our families.

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:	P224Q
DBN:	75Q224
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	26
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	3 (2 SpEd, 1 Speech)

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>224Q's Title III program will support English language acquisition through a series of four interactive instructional sessions, each focusing on one of the following themes: 1. Urban farming (Queens County Farm) 2. Interactive Yoga (Yo Re Mi) 3. Live theater (NYC Children's Theater) 4. Puppet theater (Scaramouche's Latino Puppet Theater) During each session we will partner with a vendor that specializes in delivering language instruction through these themes.</p>
<p>Rationale</p>	<p>The two content area teachers and one speech teacher have been selected for their year-round co-teaching collaboration with the three ENL teachers. The administrator will serve as an instructional leader by co-facilitating lessons with the teachers and vendors. Additionally, s/he will provide informal feedback to teachers on their instructional practices. Lessons will be designed to support our farm residency and communicative arts programs. Our administrator will be an integral part of the planning process in order to provide comprehensive, meaningful, ELL based lessons. Our ENL teachers will incorporate TPR which is an important ENL methodology. Incorporating Total Physical Response into our instruction is critical to aiding in students learning. This is important in order to ensure that our students are not only listening, but actively engaging in the lessons and experiences. This ENL methodology will support their learning and we will show this by having students role-play, and walk through the community with teachers and parents to offer a real life experience. TPR also lends itself well to the performative themes of our Title III plan.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>We intend to serve 26 ELLS with mandates of 6:1:1, 8:1:1, and 12:1:1. These students primarily come from Mandarin and Spanish linguistic backgrounds. The grade levels of students to be served range from Kindergarten to 8th grade. Our program is open to all subgroups (Newcomer/Developing/Long-term, SIFE, etc).</p>
<p>Schedule and duration</p>	<p>The program will begin in March 2023 and will be conducted on Saturday mornings from 9a-12p. The anticipated dates are 3/11/23, 3/25/23, 4/1/23 and 4/29/23.</p>
<p>Language of instruction</p>	<p>The language of instruction will be English.</p>
<p>Number and types of certified teachers</p>	<p>Instruction will be delivered in English by 3 licensed ENL Pedagogues, 2 content area pedagogues, 1 speech therapist, and 3 bilingual paraprofessionals. One of the paraprofessionals is an alternate placement paraprofessional/Spanish to support ELLs with a Bilingual/Spanish mandate. We require this number of staff for safety since some of our sessions will take place out of the school building at the Queens County Farm. Staff will support and collaborate with the literacy vendors we partner with each session. The vendors will be Scaramouches Puppet Show, The Queens County Farm, NYC Children's Theatre and Yo Re Mi.</p>
<p>Types of materials</p>	<p>Materials that will be used during these sessions include items related to the Queens County Farm's seasonal themes. We will also use materials provided by the literacy vendors we are partnering with. Other items will include Google Slides, First Authors' Curriculum and Resource Packs sent home (Resource Packs include stationery, homework related to our instructional sessions, books related to our themes, etc). We will buy stationery, printer ink, and postage to print materials for resource packs being sent home to students to foster learning during our Saturday sessions. We will also purchase crafts materials used to design and build puppets for our session with Scaramouche's Puppet Theater.</p>

Include any additional details here:	n/a
The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5,6,7,8

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"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	Our professional development series will focus on strategies for teaching ELLs with special needs. All instructional staff participating in the Title III program will attend (three ENL teachers, two special education teachers, one speech teacher, three paraprofessionals, and one administrator). All teachers will facilitate PD sessions equally. Staff members will be provided with the articles and videos chosen and be expected to read and/or view them prior to the PD sessions. We will use the PD session time to dive deeper into the content of the resources and explore how they can impact our instructional practices. PD sessions will also focus on teaching English language skills through the arts.
Rationale	We will utilize articles from the website Colorin Colorado! as guiding texts. These include, but are not limited to, "English Language Learners with Special Needs; Effective Learning Strategies", "ESOL and Special Education: A Teacher's Perspective," "A Word Beginning with 'T': 'Maestra'". Additionally we will watch videos that accompany some of the articles of focus to enhance our understanding and application of the concepts and strategies discussed. All of these texts explain and support ENL methodologies and language acquisition strategies for our ENL teachers and for our participating non-ELL staff.
Teachers to receive training	All ENL teachers, speech teacher, subject teachers and paraprofessionals selected for the program will attend. All teachers will present at the professional development sessions.
Schedule and duration	There will be three sessions - the first will be one hour long and is scheduled a week prior to the commencement of the program, and the last two will be half an hour long. All three sessions will be conducted on selected Tuesdays remotely and will begin at 3:35 p.m. (regular work hours end from teachers at 2:50 and for administrators at 3:30). This will allow staff to return home before remote PD sessions begin. Sessions will be co-taught by the teachers involved.
Topics to be covered	Topics that will be covered are: - Culturally Responsive Teaching - ENL strategies & methodologies. - ENL instruction through the performing arts
Name of provider	3 ENL teachers, 2 Content teachers, 1 Speech teacher.
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"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>P224Q will invite parents to participate in all instructional sessions. Parental involvement activities will take place during these times. Parents will be active participants in all instructional activities. Additionally, our administrator will be present to discuss any questions or concerns that parents have regarding their childrens' routine educational services at 224Q. 30 minutes of each session will be set aside for parents and our administrator to confer.</p>
<p>Rationale</p>	<p>This year, participating teachers will provide instruction and support for parents on the following topics: communicative play skills, core vocabulary, and communication and expression through performing arts.</p>
<p>Schedule and duration</p>	<p>Parent Engagement activities will take place concurrently with the 4 Saturday morning Title III sessions.</p>
<p>Topics to be covered</p>	<p>Topics to be covered during our parental involvement component include: *Understanding your child's IEP *Play skills for ELLs with special needs * Core vocabulary for ELL families * Ways to communicate for nonverbal students</p>
<p>Name of provider</p>	<p>The provider that will be conducting these parents engagement activities will be a licensed ENL teacher and administrator. The Administrator will also be present to answer questions any families may have.</p>
<p>How parents will be notified of these activities</p>	<p>We will notify and remind families of the program dates and parent engagement activities with flyers, Remind messages, phone calls and during Parent Teacher Conferences. Families will be contacted in English and in their native languages.</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	7,391.28	4 Instructional Saturdays @ 3 Hours each 1 Admin X 4 days X 3 Hours X 69.24 = 830.88 6 Teachers X 4 days X 3 Hours X 66.18 = 4,764.96 3 Paras X 4 days X 3 Hours X 38.54 = 1,387.44 1 Secretary X 10 Hours X 40.80 = 408.00
Professional Development	1,163.88	1 PD @ 1 Hour 6 teachers X 1 day X 1 hour X 66.18 = 397.08 1 Admin X 1 day X 1 hour X 69.24 = 69.24 3 Paras X 1 day X 1 hour X 38.54 = 115.62 2 PDs @ .5 Hours 6 teachers X 2 days X .5 hour X 66.18 = 397.08 1 Admin X 2 days X .5 hour X 69.24 = 69.24 3 Paras X 2 days X .5 hour X 38.53 = 115.62
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	2,408.64	Queens County Farm- \$250 NYC Children's Theater - \$250 Yo Re Mi-600 Scaramouches Latino Puppet Theater- \$800 Miscellaneous instructional supplies (ink & toner, stationery, laminators & pouches, craft supplies, etc.) - \$508.64
Educational Software (Object Code 199)		
Parental Engagement	1,218.20	Parent Engagement Metro Cards - 30 x \$5.50 = \$165 Refreshments for parents - \$250 Resource Packs- \$803.20 (26 families X \$30.89 per pack)
Other		
TOTAL	12,182.00	

Allocation Amount (\$):	12,182.00
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.