2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	24Q330
School Name	Helen M. Marshall School
Principal	Debra Rudolph

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

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

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Helen M. Marshall

District Borough Number (DBN):	24Q330

Grades Served:	K-5

School Address:	110-08 Northern Blvd. Corona, New York 11368

Phone Number:	(718) 505-5100

Fax:	718 505-5115

School Contact Person:	Debra L. Rudolph, Principal

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

Principal:	Debra L. Rudolph

United Federation of Teachers (UFT) Chapter Leader:	Christin Raio

Parents' Association President:	Ariana DeGabriel

SLT Chairperson:	Christian Raio

Title I Parent Advisory Council Chairperson (PAC):	Kathia Nocelotl

Student Representative(s) Middle /High School:	NA

Student Representative(s) Middle /High School:	NA

Community Based Organization (CBO) Representative:	NA

School-Based Students in Temporary Housing (STH) Liaison:	Mr. David Ortiz

District Information

Geographic District:	24

Superintendent:	Ms. Madelene Chan

Superintendent's Office Address:	98-50 50th Avenue Corona, New York 11368

Superintendent's Email Address:	mchan2@schools.nyc.gov

Phone Number:	(718) 592-3357

Fax:	(718) 592-3770

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
Debra Rudolph	*Principal or Designee	
Christian Raio	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Ariana DeGabriel	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Margarita Carpio	District Council 37 (DC 37) Representative (staff), if applicable	
Katia Nocelotl	Title I Parent Advisory Council Chairperson (or alternate)	
NA	Student Representative (Required for high schools)	
NA	Student Representative (Required for high schools)	
NA	CBO Representative, if applicable	
NA	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
NA	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Melissa Castillo	Staff	
Jessica Medvedeff	Staff	
Norma Pareja	Parent	
	Parent	
NA	NA	
NA	NA	
NA	NA	

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
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	
NA	NA	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	To nurture East Elmhurst and Corona students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

| Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.	The Helen M. Marshall school opened in 2010 to help alleviate over-crowding in District 24, specifically to support families in Corona and East Elmhurst. Since 2010, we have grown each year and currently serve approximately 450 students in Grades K-5. We have a Dual Language program that supports 110 students in kindergarten and grades one through four combined. Our student demographics highlights that we are 90% Hispanic or Latinx, 5% Asian, 3% Black, and 1% Native American. Further, we have approximately 32% English Language Learners and 22% of our students have IEP's (Individual Education Plan). We have a developed a strong partnership with New York Cares to support our students and families on an ongoing basis. For the last four years we have been a member of their School Success Initiative. Through this partnership we have been able to provide our families with learning and extra-curricular opportunities such as, read-aloud sessions, a social-emotional learning, science enrichment, yoga, math enrichment, sports and fitness, visual arts and crafts etc... We work with Maspeth Town Hall, they provide our families with a fee-based after-school program Monday through Friday. During these after-school sessions, students receive homework help and participate in enrichment activities such as sports, drama, and visual arts.

What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	HMH - Eng./Span.	Pacing, Level of Support, Input/Output, and Alternate Goals (driven by a child's IEP)
Math	K-5	enVision Math 2.0 - Eng./Span.	Pacing, Level of Support, Input/Output, and Alternate Goals (driven by a child's IEP)

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)
Overall Grade Three Reading Composite on the MAP Growth	38% - Overall Grade Three MAP Growth Data - June 2022	We completed Year 1 of a new ELA curriculum and are still navigating the components to ensure that the NYS Next Generation Learning Standards are prioritized.
Vocabulary Development	34% - Overall Grade Three MAP Growth Data - Vocabulary Component Only - June 2022	Evidence-based instructional strategies are lacking when it comes to teaching vocabulary (Advanced Literacies - Hallmark # 4)
Skill Needs: Vocabulary	76% - School Average for 3R4 (Vocabulary) - Grade Three ELA June 2022 Instructional Report	Majority of our remedial reading students are not able to decode fluently, accurately, and/or at an automatic level of response so they can focus on the meaning of those words.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	38%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 3%, from 38% to 41%, as measured by Overall MAP Growth Screener Results - Grade Four .
All Students	36%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 3%, from 36% to 39%, as measured by MAP Growth Screener Results - Grade Three.

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)
		We will administer the baseline during the month of October 2022.			
MAP Growth - Grade Four	Overall BOY Reading Composite	Reading 2-5 (English and Spanish)	We are aiming that 38% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 40% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 43% of Grade Four students are peforming either Avg./Hi Avg. and High.
MAP Growth - Grade Five	Overall BOY Reading Composite	Reading 2-5 (English and Spanish)	We are aiming that 44% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 46% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 49% of Grade Four students are peforming either Avg./Hi Avg. and High.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Administer the BOY Universal Screener assessment and select Focus Students to address student subgroup priorities
09/08/2022	01/31/2023	A WIN Block will be created during each grade team's distinct Foundational skills block to support differentiation as it pertains to the students' foundational skills or lack of.
09/08/2022	02/01/2023	Provide professional development sessions under the direction of our HMH Consultant, Patrice Bruny, to strengthen our knowledge of the curriculum, targeting HMH's Notice and Note Protocols.
09/08/2022	01/31/2023	Progress Monitoring structures (weekly) will be put into place to support Focus Students - The Vocabulary Component Only will be progress monitored

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Facilitate collaborative learning through a peer-intervisitation cycle with all teachers that targets evidence-based instructional strategies that targets one Next Generation Standard based on the June 2022 Instructional Report
02/01/2023	06/26/2023	Administer Common formative and summative assessments will be administered and analyzed to target Next Generation skills
02/01/2023	06/26/2023	Administer the MOY Universal Screener assessment and use this data to revisit our selection of Focus Students to address student subgroup priorities

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Conduct "State of the School" parent sessions (in-person or virtually) in November and February to share the CEP and the progress against our CEP goals	NA
09/08/2021	06/26/2023	Host Parent Nights for families and parents to see the CEP strategies in action	NA

Human Resources	HMH Professional Staff Developer and Admin. Team
Instructional Resources	Next Generation Standards, HMH Curriculum Resources,
Schedule Adjustments	WIN Block - Grades 4 and 5
Other Resources Needed	NA

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)
Overall Grade Two Math MAP Growth	38% Overall Math Composite - June 2022	The need to implement small group instruction that is grounded in assessment data or for the purpose of frontloading content
Number and Operations (Grade Two and Three)	35%/34% - Grade Two/Grade Three - Numbers and Operations RIT Range performing at the Avg./Hi. Avg/Hi level.	Low motivation caused by math anxiety, to a limited understanding of how to apply and perform mathematical operations (especially when it comes to multi-step problems)
Fraction Concepts (Grades 3, 4, and 5)	Domain Need: June 2022 Instructional Report - Grade Three Math	Assessment design needs to include more interleaving of essential concepts taught and move beyond Level 1 cognitive complexity

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	39%	By June, 2023, Elementary/Middle School Math for Grade Three students will Increase 3%, from 39% to 42%, as measured by NYS MAP Growth Res
All Students	25%	By June, 2023, Elementary/Middle School Math for Grade One students will Increase 3%, from 25% to 28%, as measured by NYS MAP Growth results.

Progress Measures and Targets

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

should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		The BOY will be administered during the month of October			
Digital/ComputerIzed Assessment - MAP Growth	Overall Math Composite	Math 2-5 (English and Spanish)	We are aiming that 38% of Grade Three students are peforming either Avg./Hi Avg. and High.	We are aiming that 41% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 43% of Grade Four students are peforming either Avg./Hi Avg. and High.
Digital/ComputerIzed Assessment MAP Growth	Overall MAP Growth Composite	Math 2-5 (English and Spanish)	We are aiming that 34% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 37% of Grade Four students are peforming either Avg./Hi Avg. and High.	We are aiming that 39% of Grade Four students are peforming either Avg./Hi Avg. and High.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Administer the MAP Growth Diagnostic Assessment (BOY) and select Focus Students to address student subgroup priorities
09/08/2022	01/31/2023	Incorporate spiral review (interleaving) into our topic assessments to strengthen our students' retention of math content taught to date
09/08/2022	01/31/2023	Prioritize differentiation through open tasks and math menus into core instruction to support more critical thinking and the deeper understanding of math concepts

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Incorporate strategic spiral review (interleaving) into our topic assessments to strengthen our students' retention of math content taught driven by the Next Generation Standards and various data points (unit assessments + MOY)
02/01/2023	06/26/2023	Administer the MOY Universal Screener assessment and use this data to revisit our selection of Focus Students to address student subgroup priorities
02/01/2023	06/26/2023	Teacher teams will meet to analyze a Math Simulation that will be administered during the month of February to inform what math topics needed to be prioritized for interleaving

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Conduct "State of the School" parent sessions (in-person or viirtually) in November and February to share the CEP and the progress against our CEP goals	NA
09/08/2022	06/26/2023	Host Parent Nights for families and parents to see the CEP strategies in action	NA

Human Resources	EnVision 2.0 Curriculum
Instructional Resources	Next Generation Standards, Language Progression Framework for ELL's
Schedule Adjustments	NA
Other Resources Needed	NA

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)
Goal Directed Behavior was the highest competency need on the Post DESSA screener	20% need across K-5 on the Post DESSA Screener - May 2022	Inconsistent use of progress monitoring tools across classrooms
Progress monitoring tools for students to own their learning and speak to their successes/needs	Principal's Performance Review Next Step - May 2022	We are in Year 1 of a new ELA curriculum - we are on learning curve
Self-Management was the second highest competency need on the Post DESSA screener	17% need across K-5 on the Post DESSA Screener - May 2022	Self-Management can only come into play when Goal Directed Behavior exists

Supportive Environment Framework (SEF) - Required SMART Goal **Directions:** After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED'sPotential 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
Equity & Student Voice	80	By June, 2023, practices related to Goal-Directed Behavior will improve by 5%, from 80 to 85, as measured by positive DESSA results, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Teachers will complete the Pre DESSA Screener in (October-November).			
DESSA Tool	Goal Directed Behavior	Pre DESSA Screener - October 2022	We are aiming for 65% percent positive responses from staff	We are aiming for 75% percent positive responses from staff	We are aiming for 85% percent positive responses from staff

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?)
09/06/2022	01/31/2023	Priority skills and texts will be selected across all grade levels
09/06/2022	01/31/2023	Progress monitoring tools for students will be piloted across all grades to support Goal Directed Behavior in both ELA and Math
09/06/2022	01/31/2023	Progress monitoring structures will be implemented by teachers to gauge skill mastery

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	MOY data will be analyzed to inform curriculum planning and make revisions when needed
02/01/2023	06/27/2023	Progress monitor this goal in March by conducting an in-house survey that lifts key questions from the DESSA screener that targets Goal Directed Behavior
02/01/2023	06/27/2023	Teachers will craft goals with their Focus Students based on the MOY data to support their progress in ELA

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	The Progress monitoring tools used by students will be shared with families during Fall and Spring Parent Teacher Conferences.	NA
09/08/2022	06/27/2023	Conduct "State of the School" parent sessions (in-person or virtually) in November and February to share the CEP and the progress against our CEP goals.	NA

Human Resources	Teachers, HMH Consultant, Social Worker, Guidance Counselor and ILT members
Instructional Resources	Next Generation Standards, Acadience and MAP Data,
Schedule Adjustments	NA
Other Resources Needed	DESSA Data

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Overall Chronic Absentee Rate	28% (127/450) students across K-5 have 20 or more absences (June 3, 2022 QN Progress Monitoring Attendance Report)	2021-2022 has been another year where families have been impacted by COVID. This has impacted attendance, specifically during the months of November-January.
Priority Subgroup : ELL	29.8% (56/188) ELL students across K-5 have 20 or more absences (June 3, 2022 QN Progress Monitoring Attendance Report)	Many of these families took family trips out of the country and due to travel restrictions and/or contracting COVID often lengthened their stay.
Earlier Bedtime Habits - Need	10.6% (48/450) Students with Success Mentors due to chronic absenteeism patterns completed an inhouse survey in February. 44% (21/48) of the students with success mentors recognize that they go to bed late (10p.m. or later) on school days.	Students admit that they enjoy screen time or play on their phone after being put to bed by their family members.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’sPotential 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	28%	By June, 2023, Chronic Absenteeism for All Students will Decrease 9%, from 28% to 19%, as measured by Chronic Absenteeism Rate .
English Language Learners	29.8%	By June, 2023, Chronic Absenteeism for English Language Learners will Decrease 9%, from 29.8% to 20.8%, as measured by Chronic Absenteeism Rate .
Students with Disabilities (SWD)	44%	By June, 2023, Chronic Absenteeism for Students with Disabilities (SWD) will Decrease 10%, from 44% to 34%, as measured by Chronic Absenteeism.

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)
		We will capture attendance data during the first month of school and monitor the monthly progress report from Central regularly.			
ATS reporting	% of students that are chronically absent as per ATS	Our chronic absentee rate does not exceed 6%.	Our chronic absentee rate does not exceed 6%	Our chronic absentee rate does not exceed 12%	Our chronic absentee rate does not exceed 19%.
ATS reporting	% of students that are chronically absent as per ATS	Our chronic absentee rate does not exceed 7%	Our chronic absentee rate does not exceed 7%	Our chronic absentee rate does not exceed 14%	Our chronic absentee rate does not exceed 20.8%
ATS Reporting	% of students that are chronically absent as per ATS	Our chronic absentee rate does not exceed 11%	Our chronic absentee rate does not exceed 11%	Our chronic absentee rate does not exceed 22%	Our chronic absentee rate does not exceed 34%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Partner with PTA to develop communications campaign on importance of attendance and the role out of attendance recognition at monthly PTA meetings.
09/08/2022	01/31/2023	Assign Success Mentors to those students who have been identified as being chronically absent based on attendance data and set them up with monthly Attendance Punch Cards.
09/08/2022	01/31/2023	Launch the 'Attendance Wall' in the main lobby and update monthly. Further, provide student choice with respect to monthly incentives for the top class per grade level.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Survey students who have Success Mentors and develop tiered interventions based on the data in conjunction with the implementation of the Attendance Punch Cards by month.
02/01/2023	06/27/2023	Adjust Success Mentor students as needed based on current attendance data and trends noted based on ATS attendance reporting
02/01/2023	06/27/2023	Organize incentives for students who have improved their attendance based on ATS attendance reporting. The goal is not to exceed eight days by January 2023 and 16 days absent by June 2023.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/27/2023	Conduct "State of the School" parent sessions during Family Town Hall (in-person or virtually) in November and February to share updates regarding the progress of this CEP goal.	NA
09/08/2022	06/27/2023	The implementation of Attendance Recognition at monthly PTA meetings.	

Human Resources	New York Cares Partners, Success Mentors, PTA Executive Board, Attendance Teacher
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	Incentives/Simple rewards - Pizza, Extra Recess, Paint Party, + a Feature Prize (that will rotate monthly)

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)
IEP Management: % of Students not progressing towards their annual goals	10.3% (35/678) across all grade levels not progressing towards their annual goals (March 15, 2021- Central data system level report)	General Education teachers in ICT classes across all grades are not fully engaged in the development of the Individual Education Plans (IEP's)
% of Students with IEPs	19.5% (88/450) students with IEP's across all grades (June 2022 - Central data system level report)	Structures need to be tightened to improve the timeliness of IEP completion.
% SWD's with Paraprofessionals	8.8% (10/88) of students with IEP's require a paraprofessional specifically to address their language needs. (2021-2022 School Year)	Students with Language paraprofessionals will never be considered fully implemented according to the STARS reporting system.

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)	22	By June, 2022, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the alignment of IEP goals across the present level of performance (PLOP). by Increase 38, from 22% to 60%, as measured by IEP Review.
All Students with Disabilities (SWD)	40	By June, 2022, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP completion by Increase 10, from 40% to 50%, as measured by SESIS IEP Completion Report .
All Students with Disabilities (SWD)	35	By June, 2022, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve students being fully matched to their program recommendations by Increase 25, from 35% to 60%, as measured by STARS Reporting .

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)
		We will administer the baseline during the month of October.			
IEP Review	PLOP Alignment	PLOP and Goals Alignment - 22%	PLOP and Goals Alignment - 22%	41%	60%
SESIS IEP Completion Report	Timeliness of all initial IEP's	IEP completion - 40	IEP Completion - 40%	IEP Completion - 45%	IEP Completion - 50%
STARS	Students being fully matched to their program recommendations	IEP Implementation - 35	IEP Implementation - 35%	IEP Implementation - 48%	IEP Implementation - 60%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/26/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Conduct IEP reviews during SIT meetings monthly and evaluate the students' academic progress
09/08/2022	06/26/2023	Develop appropriately rigorous standards-aligned annual goals	Conduct IEP reviews during SIT meetings monthly
09/08/2022	06/26/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Conduct IEP reviews during SIT meetings monthly
09/08/2022	06/26/2023	Ensure that programs and services mandated on each student's IEP are delivered	Monitor STARS reports to ensure program implementation
09/08/2022	06/26/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	NA
09/08/2022	06/26/2023	Conduct IEP meetings within specified compliance dates	Create an IEP school calendar to monitor compliance dates
09/08/2022	06/26/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Conduct SIT team meetings monthly and create a tracker to analyze the trends of referrals made

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	The IEP teacher will conduct a Parent Session in November and February to educate families on Understanding the Special Education process	NA
09/08/2022	06/26/2023	The IEP teacher will conduct a Parent Session in December and March to educate families on how to 'Read an IEP'	NA

Human Resources	IEP Teacher
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

AREA OF CONCENTRATION FAMILY & COMMUNITY EMPOWERMENT

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)
Teachers working closely with families to address their child's needs	89% responded favorably to this priority need on the 2021 NYC School Survey	The DESSA Screener is new this year and we have learned that parents also want support to address their child's social-emotional + academic needs.
Teachers communicate with families about their child's performance.	87% responded favorably to this priority need on the 2021 NYC School Survey	The school needs a progress monitoring system to support clearly support families and students understand and communicate their child's performance.
Families are attending a regularly scheduled parent-teacher conference with their child's teacher.	87% responded favorably to this priority need on the 2021 NYC School Survey	All parent-teacher conferences have been conducted virtually this year due to the current state of affairs.

Family & Community Empowerment 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	89%	By June, 2023, a Family & Community Empowerment Plan for All Students that supports their child's needs will increase 5%, from 89% to 94%, as measured by NYC School Survey Results (2022).

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		We will administer baseline data during the month of October			
NYC School Survey	Family and Community Engagement	In House School Survey	We are aiming for a BOY progress target of 75%	We are aiming for a MOY progress target of 82%	We are aiming for a EOY progress target of 94%

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?)

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?)

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)

Human Resources	
Instructional Resources	
Schedule Adjustments	
Other Resources Needed	

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 II	Heggerty Baseline Results	Heggerty	Small group	During school hours	No
Tier II	Amira Results - students who lack foundational skills and fluency for students in Grades 3-5	Spire	Small group	During school hours	No
Tier II	Acadience Results - students who lack the foundational reading skills (letter names, sounds, blends, etc...) This program will target students in Grades 1 & 2.	Sounds Sensible	Small group	During school hours	No
Tier II	Amira Results - students who lack a combination of foundational skills and fluency	Amira Practice with a double dose of Foundational Skills lessons	Small group	During school hours - WIN Block (Grade 4 and 5 only)	No
Tier II	NYSESLAT Data	Title III Program	Small Group	After-school	Yes
Tier II	Amira and MAP screener results	After-school Test Preparation Support	Small Group	After-school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier III	Attendance Data	Success Advisors	One-on-One	During school hours	No
Tier II	OORS data/Teacher Referral	At-risk counseling support	Small Group	During and after school hours	No
Tier III	OORS data/Teacher Referral	At-risk counseling support	One-on-One	During and after school hours	No
Tier III	OORS data/teacher observations	Check In/Check Out System	One-on-One	During school hours	No
Tier III	Behavior Intervention Plan (BIP)	Individual Behavior Plan	One-on-One	During school hours	No
Tier I and Tier II	DESSA Screener Data	DESSA Intervention aligned to the Competency needs	Whole Class and Small Group combined	During school hours	No
Tier III	DESSA Screener Data	DESSA Intervention (Students who Need Support in all Competency Areas	One-on-One	During school hours	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.	125

	The following services are what we are planning to provide to support our parents and families who are STH: -Counseling to help the students improve their social, emotional, and coping skills. -School nurse services to help students who have health-related needs to stay safe and participate in school. -Related services as identified in the student's Individual Education Program (IEP) such as assisted technology services, hearing education services, occupational therapy, physical therapy, speech/language therapy, and vision education services. -School supplies (including attire) so that they can participate fully in school. -Transportation (yellow bus service) and Metro cards to travel to/from school. -School meals. -Meet with families prior to their moving into permanent housing to ensure a smooth transition. -Resolve escalated student or family challenges, particularly regarding student transportation, school placement and registration, mid-year transfers, documentation of housing status, and other related issues. -Conduct shelter, hotel or home site visits with families to share information about important services and supports and ensure that basic necessities (e.g., school material, transportation and supplementary educational services) are readily available. -Serve as a liaison for families and students with shelter-based staff, school administrators, guidance counselor(s), attendance teacher(s), the Office of Pupil Transportation, and other support personnel, facilitating referral to school- and shelter-based supports (e.g., access to public benefits, attendance improvement and academic achievement, mental health supports, and other needed services). -Access to academic and extra-curricular activities that are comparable to those offered to permanently housed students.
Describe the services you are planning to provide to the STH population.	

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
Helen M. Marshall 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)

Helen M.Marshall 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:	District 24
Borough:	Queens
School Number:	330

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	Debra Rudolph
Assistant Principal	Matthew Brownstein
Coach	Sheryl Weatherspoon
Coach	
English as a New Language (ENL)/Bilingual Teacher	Melissa Kelly and Michelle Zytko
School Counselor	David Ortiz
Teacher/Subject Area	Christin Raio
Teacher/Subject Area	
Parent	Fabiola Santos
Parent Coordinator	Sulay Tapia
Related-Service Provider	Lena Hadoulis

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]:	1
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:	4
Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	449
Total number of current ELLs at your school:	171
Total percentage (%) of current ELLs at your school:	38
Total number of former ELLs at your school:	21
Total percentage (%) of former ELLs at your school:	5

PART II: BILINGUAL PROGRAMS

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

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

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	Special Education Bilingual	Spanish	2018-2019		1	1											2
TBE																	0
TBE	Dual Language	Spanish	2020-2021	1													1
DL	Dual Language	Spanish	2017-2018				9										9
DL	Dual Language	Spanish	2018-2019			1											1
DL	Dual Language	Spanish	2019-2020	1	1												2
				total: 2	total: 2	total: 2	total: 9	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	Yes

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	Students that are entering receive 180 minutes of stand alone/pull out ENL services per week. Our first K/1/2 students travel in .ungraded bands while our 3/4/5 entering and emerging students travel in blocks. For 90 minutes our emerging students join our entering students for stand-alone ENL services.
Integrated English as New Language (ENL)	The goal is for students to build English skills so that they are prepared to be successful in their core classes. Students build English skills with an ESOL certified teacher and general education teacher in a co-teaching model. Our instructional approach is grounded in the principles of Nonie Lesaux Advanced Literacies. Teachers apply active pedagogy techniques like wait time, cold call, and midpoint adjustments during work time to foster student engagement and a student-centered classroom. Moreover, teachers consistently use established protocols like 'save the last word' and 'making meaning' to help students make meaning around the text and support students to say something with their peers about the text. Our teachers emphasize the Importance of exposing students to rich, grade-level text and use techniques like chunking and the protocols above to support students to make meaning and access the text individually and collaboratively. Alongside the these instructional and pedagogical approaches, our school has shifted our literacy curriculum to HMH, because it is grounded in widely accepted research around the science of reading. This year we will emphasize the need to support struggling readers with explicit foundational instruction while also prioritizing the opportunities for students to use text to build relevant and engaging content knowledge. Students are grouped by different data points, and the method for grouping is dictated by the instructional needs of the unit lesson. For example, if students are reading an anchor text for a unit, students may be grouped by reading level as determined by their work on Max Scholar or Reading Plus, or they may be grouped by content knowledge of the subject as determined by a pre-assessment to be administered at the beginning of each unit. The success of this grouping will be measured by formative assessment data and will facilitate groupings that change because of growth and also because of the particular needs of the lesson. ELLs are grouped according to these principles and we also look at ELL progress around particular language targets. For example, if an ELL demonstrates proficiency around multiplying fractions, but not the language to explain it, this particular ELL may join a group with support around the language but not supports around the fraction work.

Bilingual Education (If applicable)
 	
    ■ Transitional Bilingual Education (TBE) program
    ■ Dual Language (DL) program
	Our goal for the TBE program is to develop the skills to become literate in English. Alternatively, the goal for our Dual Language program is to develop the skills to become bi-literate and bicultural. In this way, our TBE teacher Ms. Pimental grounds every core class instruction in the student's home language and then differentiates according to language based on the student's English proficiency. For example, in math students may choose to explain their thinking in English or their home language. Moreover, for students who are more advanced with English proficiency, these students are assigned math problems without numbers so that students can more poignantly explore both the math concepts and the English language. In our Dual Language program, our students alternate English and Spanish every day. We changed our reading curriculum because it is grounded in Advanced Literacy principles and is aligned with the science of reading. Students are building content knowledge through rich and authentic texts in both English and Spanish. And as needed they receive phonics-rich reading instruction. And as they build content knowledge and reading proficiency, students are also talking about these big ideas and in turn are building language and cultural concepts in both English and Spanish.

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?	We follow guidelines set by CR part 154. We do this by intentionally articulating our ELLs in classes in 1-2 classes per grade so that our ENL teachers can serve our students in a co-teaching model. For students who are emerging and newcomers, our ENL teachers schedule 180 minutes and 90 minutes for our entering students. Our K-2 students are grouped together for pull out services and 3-5 travel in blocks within their grade. Home Language instructional minutes are also grounded in CR part 154 and our TBE teacher, Ms. Pimentel incorporates HLA instructional minutes in each of the core subjects and varies the number of minutes ((360 vs 180) based on the needs of the individual students in her class. For example, in math students may choose to explain their thinking in English or their home language. Moreover, for students who are more advanced with English proficiency, these students are assigned math problems without numbers so that students can more poignantly explore both the math concepts and the English language.

3. For schools with Dual Language programs:	
Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	Our Dual Language model is self-contained. 100% of the day is integrated. Groupings vary based on the language target and the language of the day. We group students in the following ways: -heterogenous content needs with homogenous language needs. We do this when we create intentional scaffolds for language support and then in this type of grouping students rely on one another for content support. -Homogenous content needs with heterogenous language needs we do this when we create intentional scaffoldsfor content support and then students rely on one another to meet the language target of the lesson.
In which language(s) is each core content area taught?	Spanish and English are the languages in which the core content is taught. On English days, Math, science and Reading is in English. On Spanish days, Math, Science and Reading is in Spanish. It is 50-50.
How is instruction designed to include both languages?	Our model is one that alternatives English instruction on one day and Spanish the next day. We explore units of study where texts, skills, and standards are assessed in both English and Spanish. we use HMH, a curriculum that also facilitates shared units of study while including highly relevant and more authentic Spanish texts to build necessary content knowledge.
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	For most students, we teach Emergent literacy skills to students in both their native language and English. For students struggling with developing foundational literacy skills in both languagues we invest time and resources working with the student's stronger language and then build additional skills in their other language over time.

4. For schools with Transitional Bilingual Education programs:	
Which core content areas are taught bilingually?	The core content areas taught bilingually are ELA, math, science and social studies.
How is the students' home language integrated into instruction?	Home Language instruction is used as an entry point for content areas that students are still developing. This is especially a helpful instructional approach is subjects like Social Studies and Science if students are still developing content knowledge in a particular subject. Exploring these subjects from a place of linguistic strength helps students to build literacy skills and content knowledge simultaneously.

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	23% of our ELLS are newcomers and 2% of our newcomers are SIFE. For these students, we are more diligent in assigning resources to assess and develop foundational reading skills as needed. If the student has greater success in reading in Spanish (as this is the language of our newcomers) then we will start there. Max Scholar and Reading Plus serve as our screener and diagnostic programs for this purpose. Moreover, these programs include resources and activities for students to continue developing these skills. In addition to more diligently and precisely understanding students' foundational reading skills we also prioritize the assessment of students' background knowledge on given subjects. As studies show, content knowledge is arguably the most important factor in a student's ability to access a text. Given the language needs of this particular subgroup of students, it is even more important that we understand and leverage students' content knowledge on given subjects to inform curricular and instructional choices. These practices align with our approach to Long Term ELLs in that there is a greater emphasis on applying smart consistent diagnostic tools to assess reading skill development and equip our teachers with the tools necessary to make curricular and instructional adjustments based on this data. The greatest difference between these approaches is that our Long Term ELLs understandably may have developed negative notions of self as a learner. We will assign Long Term ELLs in crews (our morning meeting structure) with the intention, to develop and foster meaningful relationships at school. Moreover Long Term ELLs will receive consistent opportunities to engage in fluency work, which will serve as a means to instill self-confidence and to re-establish foundational skills for overall reading proficiency.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	We do not have Long Term ELLs at this time. However, our work with newcomers and developing ELLS provide lessons for how we would work with long term ELLS. As studies show, content knowledge is arguably the most important factor in a student's ability to access a text. Given the language needs of this particular subgroup of students, it is even more important that we understand and leverage students' content knowledge on given subjects to inform curricular and instructional choices. These practices align with our approach to Long Term ELLs in that there is a greater emphasis on applying smart consistent diagnostic tools to assess reading skill development and equip our teachers with the tools necessary to make curricular and instructional adjustments based on this data. The greatest difference between these approaches is that our Long Term ELLs understandably may have developed negative notions of self as a learner. We will assign Long Term ELLs in crews (our morning meeting structure) with the intention, to develop and foster meaningful relationships at school. Moreover Long Term ELLs will receive consistent opportunities to engage in fluency work, which will serve as a means to instill self-confidence and to re-establish foundational skills for overall reading proficiency.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	5% of our student population are former ELLs. Our instructional approach is grounded in the principles of Nonie Lesaux Advanced Literacies. Teachers apply active pedagogy techniques like wait time, cold call, and midpoint adjustments during work time to foster student engagement and a student-centered classroom. Moreover, teachers consistently use established protocols like 'save the last word' and 'making meaning' to help students make meaning around the text and support students to say something with their peers about the text. Our teachers emphasize the Importance of exposing students to rich, grade-level text and use techniques like chunking and the protocols above to support students to make meaning and access the text individually and collaboratively. Alongside the these instructional and pedagogical approaches, our school has shifted our literacy curriculum to HMH, because it is grounded in widely accepted research around the science of reading. This year we will emphasize the need to support struggling readers with explicit foundational instruction while also prioritizing the opportunities for students to use text to build relevant and engaging content knowledge. Students are grouped by different data points, and the method for grouping is dictated by the instructional needs of the unit lesson. For example, if students are reading an anchor text for a unit, students may be grouped by reading level as determined by their work on Max Scholar or Reading Plus, or they may be grouped by content knowledge of the subject as determined by a pre-assessment to be administered at the beginning of each unit. The success of this grouping will be measured by formative assessment data and will facilitate groupings that change because of growth and also because of the particular needs of the lesson.
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?	Our LAP team will be reviewing the results as soon as they come in!
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?	Historically, our SPED ELLs are our subgroup in need of the most support. Historically they preformed better at ELA than math.

4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The greatest factor that seems aligned with at-risk levels is if the student is in temporary housing. Attendance clearly plays a role, but there is no significant correlation that shows that attendance is the greatest factor.
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?	Spanish is the home language that is most represented at our school. 184 students have spanish as their native language, 2 have Chinese and 1 have quiche. Love this second question and it is the focus of our social justice group. Currently, our plan is to conduct conversations with teachers, students and families to discern what aspects of their cultural traditions they would like to lift to our community. We will take these traditions and incorporate them into a revamped Hispanic heritage celebration next year. Moreover, we continue to explore ways to incorporate cultural stories into our ELA curriculum, and math content that is grounded in topics familiar and relatable to our community.
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)?	With the exception of 3 students from China, the rest of our ELLs come from Central and South America. As discussed above, we aim to explore the nuances in the cultural traditions of our Spanish speaking students. For instance, how do greetings, breakfasts, dances, stories differ across countries that share a similar geographic location and a similar language? The hope is to continue and incorporate stories that reflect and lift up the nuances of different Latin/Hispanic traditions. We have a plan and goals around what CRS looks like for our Latino community but we still have more work to do to explore what it looks like to be CRS for our Asian community. We do know, however, that this plan must start with conversations with students and families.
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?	We do not have data yet on our student with SIFE status however, there are interesting trends when considering our IEP sub group. While English proficiencies are distributed evenly between students with IEPs and students without IEPS we do, however, see that there are more examples of growth from one year to the next with students without IEPs. Our students with IEPs have plateaued in other subgroups as well. The greatest factor that contributes to this is that our reading instruction is not working right now with our students with IEPs. There needs to be more explicit phonics instruction so that our students are not focusing all of their energy on decoding and can read to learn. We have switched our reading curriculum to one that is more grounded in the science of reading and have also started a program (heggerty) which we use to support students who need even more phonics instruction. We expect to see breakthroughs in reading proficiency which in turn will impact NYSESLAT and state test data.

PART V: ML/ELL INSTRUCTION

<u>Strengthen Core Instruction</u>

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	ELLs were pivotal in our decision to ground our professional learning series in Advanced Literacies the work of Dr. Nonie Lesaux. We do deep learning around how to support ELLs and general education students to: -build knowledge in a literacy-rich environment -Engage students in conversations about text, equipped with language skills to talk about the content -build vocabulary so that they can make more meaning around text and have more tools to discuss ideas with peers. The school leadership team also considered ELLS when deciding to switch curriculum to HMH. HMH t better serves our Dual Language students because it has more resources and relevant text in both English and Spanish and it also incorporates rich phonics instruction to support our struggling readers. Moreover, we reshaped our literacy block to include more focused time around foundational skills and space for Amira, a responsive tool we will use with our most struggling readers. We made these adjustments based on MAP and Acadience data which indicated more work on foundational skills needed to be done with our ELLs.

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.	Advanced Literacies--Hallmark 1, 2, 3 and 4 inspire our approach to pedagogy and instruction. In any unit of study, we consider the big ideas the rich content that students would feel compelled to learn. This rich content should be relatable and authentic to students' needs and interests. In order for students to access these big ideas, we apply specific strategies to help students read and access text. These instructional strategies includes the following: 1. Frontloading text with explicit and intentional knowledge activation and building. These instructional experiences may or may not include rich text, but the purpose of these experiences is to give students enough background knowledge to make connections to the text they are about to reach 2. As students begin to explore text (both written, visual and audio-visual) students will have opportunities to make personal connections and clear connections to the long term goals and projects of the unit 3. As students interact with text, students have consistent protocols to read text and to talk about text. These protocols include 'Save the last word for me' and '4 corner protocols' and 'socratic seminars'. 4. As students interact with text, students use linguistic frames to access text and express their thinking 5. Alongside content targets, teachers also consistently post language targets that identify explicit rules of grammar, phrases, and sentence structures that are relevant and help students access the content of the lesson. 6. For each unit there is a culminating task that students are invested in, and see clear alignment between the work they do each day and the culminating task 7. Students consistently have opportunities to reflect on their growth based on their own understanding of assessment criteria and based on teachers' feedback--in order to celebrate and refocus. These strategies are consistently implemented in TBE, ENL and Dual language classrooms. The great variance is that some students may show more proficiency in Spanish versus English. And so when instruction is happening in a student's less dominant language, we need to use this information to inform grouping. Our teachers will group students based on language needs and content needs. In some cases, students may be grouped heterogeneously around content, and homogenously around the language target of the lesson. And in some cases, this will be reversed. In all cases, we consider language needs and proficiency as an essential part of the lesson that needs attention. And this attention varies depending on the language of instruction and the needs of the student.
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.	Our teachers use a variety of instructional strategies and grade level materials to accelerate English Language development. We use our screener data from Acadience and (K-2) and MAP (3-5) to determine what interventions students may need. In 1-2, if our students score below, or well below grade level on Acadience, students will receive additional support on Amira during their class's reading block. This is true for ELLS with IEPs as well. In particular, our newcomers and beginning and transitional ELLs will use recording devices to share their thinking in place of writing and in some cases will use their recordings to start the writing process. This is expecially helpful and used with our ELLs with IEPs outlining specific writing and speaking targets. Moreover, we use Otter.ai, a transcription tool that will transcribe their oral contributions on paper. Our K ELLs and our newcomers also use the recordings to hear and then revise sentences that reflect complete sentences and greater command of vocabulary. Our upper-grade students and our expanding and commanding ELLs will also use Amira if they score Low or Low average on their MAP. We also restructured our foundational skill block to allow more flexibility and space for our teachers to be responsive to the reading needs of our upper-grade ELLs. This includes using the read-alound function of HMH with the highlighter so that students can focus on comprehension. We also use this technology to model and then release students to practice fluency. A students IEP will dictate how much time a student receives this type of intervention each day. Our upper-grade ELLs will use a recording and transcription tool-less for oral language development but more for writing development. For many of our students, this step helps to spark the writing process so that students have a space full of ideas to start with. The aforementioned literacy strategies are not just relevant in ELA but in math too. These strategies are used to support our ELLs access word problems and we also make sure to integrate open tasks, problems that provide multiple entry points for math thinking and space to share it. As students document their thinking in writing or orally, and then collaborate with one another, students have yet another opportunity to strengthen their English Language development.
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?	The strategies above extensively discuss how we support our ELLs with IEPS to achieve language proficiency and also meet the standards for their IEP goals. The foundation of this work is to determine their learning profile that includes not only their reading level but also their content knowledge, their speaking skills, and their interests as a student. Based on these data points we create language targets that inform our instruction and how we help our student's development as someone who can participate and critically engage with the English language. In terms of scheduling flexibility, we schedule our ENL teachers in such a way that allows them to push in to our emerging students and our newcomers one additional period a week more than is mandated. This push-in is an opportunity for students to receive additional exposure and work with their language targets.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	We use MAP for upper grades and Acadience for K-2 for reading screeners and iReady as a screener for math. Based on this data, we create focus groups in which ILT collaborates with teachers to develop instructional strategies to support students development. Moreover, grade teams will progress monitor students using these programs and develop whole class and small group interventions based on this data.
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.	For ELA we use Heggerty, delivered by pointed teachers in first and second grade as well as a trained school Aide to support students who need phonics development. Grades 1-5 will also use Amira to target foundational literacy skill work. Students 2-5 who demonstrate that they can decode texts at grade level, they work on reading plus, a tool designed to support students on vocabulary and reading comprehension.. For math, students are assigned pointed resources and practice on iReady.
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.	We use Amira as a reading screener and iReady as a screener for math. Based on this data, if students score low and or far below we include these students into focus groups in which ILT collaborates with teachers to develop instructional strategies to support students development. Moreover, grade teams will progress monitor students using these programs and develop whole class and small group interventions based on this data. Students who require additional phonics work will receive Heggerty work during their literacy block and we will also use title 3 funds to support our 3rd graders who are in need of foundational reading skills
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Reading Plus, Acadience and iReady also include continued opportunities to practice focus skills and concepts, these practice opportunities are reviewed and analyzed by grade teams, and focus student data are reviewed and analyzed by ILT. ILT reviews this data bi-monthly and grade teams review this data weekly. Small group interventions such as pointed language targets and instructional strategies are developed during these consultations.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	In our TBE and Dual Language classes, students are assessed with Oral assessments for speaking and F+P for reading. During state exams, students receive bilingual glossaries for Science and ELA and translated tests in Math. During MAP tesitng, students who have greater proficiency in a language other than English will test in their native language as well as English. We use data from their native language to inform an asset-based plan for instruction. During unit exams, and other formative assessments, students also have access to bilingual glossaries for ELA and translations in math.
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	We explore MAP and Acadience and use this data to inform our CEP goals and the construction of our literacy blocks. For instance, we added time to foundational skill blocks in light of over 50% of students in grades 3-5 still reading below grade level. Along with NYSESLAT noticings from our ELL team, our admin team will review this data the week of June 29th and will collaborate with teachers the first week of September to build consensus on what the data shows about student needs and our instructional practices. Next year we plan on using the summative tasks in HMH to also inform instruction.
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.	Ms. Zytko, Ms. Kelly. Ms. Russo and Ms. Hadoulis all help to administer the NYSESLAT. These teachers are our ENL teachers and Ms. Hadoulis has a Bilingual extension as a speech provider. During this time, Ms. Zytko's classroom is covered by a sub so that when she is not administering the NYSESLAT she is able to service her students. Ms. Hadoulis' support allows Ms. Kelly to service her students when she is not administering the NYSESLAT. Ms. Zytko works with K-1 students during the year, Ms. Russo works with 2 and 3 and Ms. Kelly works with 4 and 5. During testing administration Ms. Zytko tests 4 and 5, Ms. Russo works with K and 1 and Ms. Kelly tests 2 and 3 allowing these staff members to test and evaluate students who they do not teach. Ms. Hadoulis tests K-5, ensuring each of our ENL teachers have time to service their students during testing administration.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	Our core instructional and planning practices are foundational for what we do to accelerate English Language Development. For ELLs with IEPs we frontload text with images, stories and videos. This helps our ELLs engage more meaningfully with content. And moreover, when it is time to express their thinking, students with IEPs consistently will have the opportunity to share their thinking orally. Another strategy we consider with students with IEPs is sentence starters to support students express their thinking during the discourse. Something else we are intentional about is aligning language targets to the intended content of the day. For instance if students are summarizing a plot of a text, students will be explicitly taught sequencing language to support students in their writing and in their speaking.
b. SIFE	In order to support our SIFE students access grade-level content we start with counseling sessions with our social worker to ensure that our student is adjusting to this new educational environment. Additionally, we take measures to ensure our morning meeting time helps create a sense of belonging for this student and so that he or she builds the trust and security to share more about themselves as a person and as a learner. With our SIFE students, we are extremely intentional about planning for challenges. By this we mean, we try and challenge our SIFE students with 1 skill or content area in a given lesson. So for instance, if we are studying a new concept in math, we will lower the cognitive challenge in writing and speaking so there is one intentional cognitive push for each lesson. We lower the cognitive lift in writing by creating partially filled graphic organizers for our SIFE students or by removing the writing piece all together and instead prompting the student to share their thinking orally. Of course, this all depends on the skills and readiness that this student has in the particular content area. Our SIFE students have an incredibly difficult job to do and there will be a lot of failure. For this reason we need to create authentic opportunities for SIFE students to experience success and demonstrate their competence, interests and confidence. We as educators must then build bridges between these experiences and the intended content area. These insights and these bonds will be especially important as we help build entry points into the learning activities.
c. Newcomer	We start immediate counseling sessions with our social worker to ensure that our Newcomers are adjusting to this new educational environment. Additionally, we take measures to ensure our morning meeting time helps create a sense of belonging for this student and so that he or she builds the trust and security to share more about themselves as a person and as a learner. These insights and these bonds will be especially important as we help build entry points into the learning activities. Moreover, it helps to build confidence and readiness to do the immensely difficult work of learning in a new language. Our Newcomers will have access to native language translations but will have intentional opportunities to practice their English language skills based on a learning target progression created by our ENL teachers. These language learning targets are indeed the priority and so as needed, grade-level content will be translated so that our newcomers will be able to focus on the language targets.
d. Developing	Our core instructional and planning practices are foundational for what we do to accelerate English Language Development. We frontload text with explicit and intentional content building opportunities. We do this through conversation and video. This content knowledge, more than reading skills or English proficiency, helps to inform whole group content instruction and small group instruction As students begin to explore text (both written, visual and audio-visual) students will have opportunities to make personal connections and clear connections to the long term goals and projects of the unit. 3. As students interact with text, students have consistent protocols to read text and to talk about text. These protocols include 'Save the last word for me' and '4 corner protocols' and 'socratic seminars'. Our developing ELLs will rely on more scaffolds during these conversations, to ensure they are practicing the language essential for hteir development. Moreover will provide our developing students with linguistic frames to access text and express their thinking: This is perhaps the most significant point of differentiation. Depending on the needs of individual students and trends across subgroups, we will create varying language targets that help equip students with the words, phrases, and language concepts needed to participate in conversations.
e. Long Term	We take additional measures to support our Long Term ELLs increase reading fluency. We use Rewards program to help with this work. We have found that building fluency is an essential way to not only help improve reading comprehension but it also builds the necessary confidence to make progress in Language development and overall academic progress.

f. Former ELLs up to two years after exiting ELL status	As FELLS students contnue to explore text (both written, visual and audio-visual) students will have opportunities to make personal connections and clear connections to the long term goals and projects of the unit. These long term goals may be content or skill based but must also include a language goal. As students interact with text, students have consistent protocols to read text and to talk about text. These protocols include 'Save the last word for me' and '4 corner protocols' and 'socratic seminars'. Following a text based conversation we encourage FELLs to reflect on their progess around the speaking progression. As students interact with text, students use linguistic frames to access text and express their thinking. We encourage our FELLs to compare the linguistic frames they have learned in the past to the ones they are now using. It is especially important for our FELLs to have multiple ways to see how far they have come! For each unit there is a culminating task that students are invested in, and see clear alignment between the work they do each day and the culminating task Students consistently have opportunities to reflect on their growth based on their own understanding of assessment criteria and based on teachers' feedback--in order to celebrate and refocus their content and language development.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	During state exams, students receive bilingual glossaries for Science and ELA and translated tests in Math. During MAP testing, students who have greater proficiency in a language other than English will test in their home language as well as in English. During unit exams, and other formative assessments, students also have access to bilingual glossaries for ELA and translatations in math. We use data from their home language to assess their needs for home language support and also their progress. This data informs slightly different next steps depending on the program model. In DL, Spanish data informs the work and learning that happens during days that instruction is in Spanish. In some cases, students may need more vocabulary instruction and/or foundational skills in Spanish. In TBE, we use this data to inform how Spanish will reinforce and support the work and learning that happens in English. And similarly in our ENL program, our home language data will help inform an asset-based instructional model that leverages success in one language to support the work in learning in another.
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?	N.A.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	We focus on the hallmarks in advanced literacies. Hallmark 1 is grounded in the belief that all students should have the opportunity to engage in rich texts and building big ideas and content that matters to kids. In order for texts to be rich, and for us to create opportunities for students to build big ideas that matter, several conditions need to be in place. Below each of the conditions, I will outline the professional learning we need to do to cultivate these conditions for students 1. Educators create a rich text learning environment, where students foster a love of reading -Our educators need to be equipped with survey and inventory techniques to assess student interests in stories -Our educators need to be supported to create physical environments that support access to varied texts, essential vocabulary, and varied realia to foster a love for reading 2. Educators cultivate reading and learning processes that support students to access text and make meaning with big ideas -Our educators need development around the power of protocols and how to align protocols with the intended learning goals -Our educators need opportunities to explore the fundamentals of differentiated instruction--how to differentiate respectfully and intentionally. Always making sure to maintain flexible groupings, access to respectful tasks, and ongoing adjustments to instruction. 3. Educators plan for tasks and content that reflect students identities and passions -Our educators need exposure to the potential and power of immersing students in a culturally responsive curriculum -Our educators need specific strategies to explore student identities and methods for students to share and connect with one another about their identities -Our educators need a framework for planning units that incorporate student identities and passions so that students are building knowledge that matters to them. Members of our ILT, including one member of admininstration and ENL member is responsible for planning these professional learning series, that all educators attend. Moreover, the entire ILT helps to inform the overall vision of the professional learning series, while the team above fleshes out the plan.
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).	15%) of the 100 required professional development hours for all teachers will be focused on the following topics: How to support a rich text learning environment, where students develop a love for reading. -more specifically, educators will learn how to assess student interests and create physical environments conducive to reading. This workshop will be facilitated by a team comprised of a SPED teacher, general educator and an ENL team member from ILT. How to cultivate reading and learning processes to support students to access text and make meaning with big ideas. This workshop will be facilitated by ENL teacher Ms. Kelly and Ms. Russo who attended the hallmark series. And lastly, educators will also attend a workshop on how to curriculum design that reflects ELLs identities and passions. More specifically educators will explore: specific strategies to explore student identities and methods for students to share and connect with one another about their identities. And a framework for planning units that incorporate student identities and passions so that students are building knowledge that matters to them. For all bilingual and English as a new language teachers who hold a professional license, a minimum of fifty percent (50%) of the required professional development hours will be working with our HMH consultant on how to plan and leverage HMH curriculum to support language and reading development. The following teaching points will guide these planning sessions: 1. How to integrate formative assessment into daily instruction 2. Approaches and strategies to use formative assessment data to inform groupings and language targets 3. Tools for differentiation

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	Our families will play an essential role in planning our Hispanic Heritage month of celebrations. The focus of this collaboration is for families to lift up aspects of their culture's traditions to be shared with other families. The hope is that these conversations and planning will not only inform the specifics of our Hispanic Heritage month but will also integrate into our curriculum, and other events later in the year. We will be crafting specific invites to pointed families across K-5, engaging them in these conversations. They will happen in person and Zoom in order to increase participation. We will spend the month of September meeting from 3-4 on Wednesday afternoons. These conversations as noted above will be to define readings, songs, and celebrations that will allow our students and families to more consistently express themselves as people in their learning. Based on these conversations we hope to elicit parent volunteers to read, sing and help facilitate these culturally responsive enhancements to our curriculum.
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.	We offer virtual and in-person meetings 1 week prior to each parent-teacher conference. This is so our parents of ELLs can focus explicitly on language development with our ENL providers and then can focus on the other skills content areas during their parent-teacher conference through the lens of language development established with their ENL providers. Translation happens internally with school aides, paraprofessionals, and our speech teacher as needed. At the beginning of our virtual meetings we include an attendence link and these attendance documents are printed and included alongside our in-person attendance signs up in a binder that lives in rm 201.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	Our social justice committee continues to explore ways for students to explore their identities and create structures for our young people and the larger community to share their identities and create a common sense of belonging. Our regular morning meetings (or 20-30 minute community building session each day) and our monthly community meetings will be spaces where students will explicitly do this work and learning. And our goal is to lift these experiences and learning and integrate them more fully across other aspects of our school community.

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Morning meeting is the space most fundamental for newly enrolled ELLs to cultivate a sense of belonging. We match students with an advisor who speaks their home language. In collaboration with their ENL teacher (Ms. Zytko with K-1, Ms. Russo with 2-3, Ms. Kelly with 4-5) and our school social Worker-David Ortiz and our School Counselor-Stephanie Acosta. the advisor aims to cultivate a morning meeting space where all students, especially our new enrolled ELLs are able to explore and share the nuances of their own identity. Moreover, they aim to create a space where these identities may come together to build a community in which they all feel a sense of belonging. This process of community building and identity exploration includes: -creation and sharing of identity maps -Exploring the definition of community -Interactive activities in which collaboration, respect, responsibility, and compassion (our community values) are explored -Interactive activities in which our student's hidden talents or interests or activated -Conversations where our advisories increase their capacity to listen and communicate. -Activities that help the individuals in the advisory create a community identity.
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	Our Speech Teacher and bilingual certified teacher (Lena Hadoulis) and Michelle Zytko, Danielle Russo and Melissa Kelly (ENL teachers) are part of the identification team. Lena, Michelle and Melissa administer the HILS. Based on the HILS, and follow up interviews with Jackie, Lena and Michelle. Then Michelle, Melissa and Jackie Vives (our bilingual special education teacher) helps to administer the NYSITEL as needed. This test is administered within 10 school days or 20 days of they have an IEP. Based on NYSITEL performance, our Pupil secretary Paulina Delpozo shares the entitlement or non-entitlement letter as needed. If a student is eligible for ELL services, then Melissa, Michelle and with translation help from Lena Hadoulis host a parent orientation virtually. Paulina Del Pozo then updates the HILS and ELL status and ENL program designation in ATS. Danielle Russo enters ELL program in STARS. Parents have 45 days to appeal their ELL status

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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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
Sulay	Tapia	Parent Coordinator	2021	Yes	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

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	115	19.93	108	19.08
Spanish	448	77.64	444	78.45
Chinese	12	2.08	12	2.12
Bengali	3	0.5	3	0.5
Urdu	1	0.17	1	0.18
Vietnamese	1	0.17	1	0.18

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	20	27
Greek	2	2
Italian	1	1
German	1	1
Vietnamese	1	1
Urdu	1	1
Hindi	1	1
Filipino (Tagalog)	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.	One report that is utilized to identify parents' preferred languages for both written and oral communication is the Parent Preferred Language (RCPL) ATS report in conjunction with the data we glean from the Student Emergency Contact cards that we send home in September, and from Parent Square, which is our online parent communication tool that all families are connected to and is updated annually. This tool invites parents to identify their language preferences when they initially create their accounts and/or annually when they are prompted to update or make any changes that are necessary, such as phone number, email address, and/or their language preferences.

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.
Report Cards	Nov./Mar./June	The school utilizes the DOE translated versions of the standardized report card that is available in nine languages. Otherwise, in-house staff members are utilized or the services from the Office of Language Access in order to provide these written translations to parents in a timely fashion.
Progress Reports	February	This document is translated by in-house staff members or by using the services of the Office of Language Access unit in a timely fashion.
Health Safety, and Discipline Forms	September-June (ongoing)	These written translations are provided to the parents by in-house staff members or by using the services of the Office of Language Access unit in a timely fashion.
Permission Slips for after-school programs, school events, and field trips.	September-June (ongoing)	These written translations are provided to the parents by in-house staff members or by using the services from the Office of Language Access unit in a timely fashion.
Testing Reminders, Monthly Calendar, and General School Information - as needed	September-June (ongoing)	These written translations are provided to the parents by in-house staff members or by using the services of the Office of Language Access unit in a timely fashion.
Individual Education Plans (IEP's)	September-June (ongoing)	The school utilizes central support to have a student's IEP translated through the Department of Education's Office of Language Access unit. Otherwise, the school uses the services of a DOE contracted vendor, specifically for low incidence languages.

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 Meetings	Sept./Nov./Mar./May (4x)	Oral interpretation services will be provided to the parents when needed. The school will utilize in-house staff members and/or outside DOE contracted vendors to hire translators.
Tuesday Parent Engagement Meetings	Sept.-June (weekly)	Oral interpretation services will be provided to the parents when needed to facilitate teacher-parent meetings. The school will utilize in-house staff members and/or the translation unit.
Monthly PTA meetings	Sept.-June (10x)	Pending the language needs, oral interpretation services will be provided to the parents by in-house staff members, parent volunteers, and/or through the use of outside DOE contracted vendors
SLT Meetings	Sept.-June (10x)	Pending the language needs, oral interpretation services will be provided to the parents by an in-house staff member, a parent volunteer, and/or through the use of outside DOE contracted vendors.
IEP Meetings (Initials, Triennials, etc...)	Sept.-June (ongoing)	Oral interpretation services will be provided to the parents when needed. The school will utilize in-house staff members and/or the translation unit.
Parent Workshops	Sept.-June (ongoing) at least 2-4x monthly	Oral interpretation services will be provided to the parents when needed. The school will utilize in-house staff members and/or outside DOE contracted vendors to hire translators.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of a school emergency, the school has updated blue cards in our Building Response Team Kit and a set is housed in the main office at a nearby public school one block away (PS 143Q). An "all call" message is sent to families via Parent Square. Parent Square is a way to contact families in a moment's notice. This communication tool/platform hub allows us to alert parents in their preferred language. They will receive a text, an email, and a phone message ensuring that they are notified quickly in an emergency situation.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	A child's family language needs is highlighted on the 'physical' blue card, accessible in ATS and on Parent Square for easy access. In the event of a student-specific event and pending the immediacy of the needed contact we utilize Parent Square, which automatically alerts parents in their preferred language. This is done upon set up and updated annually. This is preferably the method we use to handle student attendance matters. If their is an immediate need (nurse/hospital) to contact the parent, we use an in-house staff member and/or the DOE translation unit, which is available 24/7.
(C) If a parent has an emergency and needs to contact the school.	If the parent has an emergency and needs to contact the school, we have offered staff training on communicating in simplified English on the phone. We offer an interpreter (in-house staff member) to facilitate the conversation about their child. We also use parent 'phone' trees to link parents who speak the same language with one another and are fluent in English. This information is denoted in the main office, in the event that a parent calls that requires immediate interpretation and translation assistance. If they come into the school building, we post welcoming, positive language in our school that lifts that we have translation and interpretation support for our school families. Depending on the language need, we use an in-house staff member and/or the DOE translation unit, which is available 24/7.

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	Turnkey training and a hyperlink to the document via staff email
Over-the-Phone Interpretation Desk Aid	Turnkey training and staff email
Language Access Handbook	Turnkey training and staff email with a scanned copy of the document
T&I Unit InfoHub Link	Turnkey training and through a staff email
Best Practices in Creating Culturally Competent Materials for School Families	Turnkey training and a hyperlink to the document on the InfoHub 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).	Information pertaining to translation and interpretation services will be distributed to all staff members in September 2021 at a staff meeting (in person or virtually) and via email so that they are fully aware on how to use and access the translation and the over-the-phone interpretation services from the Offices of Language Access Unit. Further, a training session will be conducted during a Monday afternoon pd. session in September 2021 to inform staff members on all Language Access resources and answer any questions they have regarding Chancellor's Regulation A-663.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook	The Welcome Poster is prominently displayed in our school's main entrance as well as a sign that lets parents know that translation and interpretation services are available. All parents are provided with a Parents Bill of Rights and Guide to Language Access to inform them of their rights to interpretation. A language ID guide is kept at the security desk and in the main office to assist families in identifying appropriate interpretation services. Further, PS 330Q translates all school letters, flyers, and newsletters for parents/guardians. The school also utilizes Parent Square as a follow-up for notices that are sent home and they this information via posts, emails, texts, or through an "all call". The messages and alerts are sent in the parents preferred language and directly message us if they have additional concerns or questions. Oral interpretation services will be provided to the parents when needed to support any parent engagement event held either in-person or virtually. Interpretation services will be provided by in-house staff, parent volunteers, and/or outside DOE contracted vendors.

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.	Parent surveys will be given in the language preferences of our parent community to collect feedback from families on the quality and availability of services. The surveys used will be templates available from the Language Access Kit. Further, parents will be invited to complete feedback forms directly following a workshop again in the preferences of our families. The collected from these feedback forms are used to determine next steps for improvement.
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.	We will be implementing the following feedback to improve language services: -A recent Parent Workshop feedback form indicated that the school must not schedule workshops on religious/cultural holidays, such as May 10 (Mother's Day in Mexico). Moving forward, we are denoting these events/holidays on our master school calendar. -Another Parent Workshop feedback form highlighted that they prefer parent volunteers who speak fluent English and the pointed language of need to serve as in-person translators at parent workshops/meetings versus school personnel. This structure will be organized for the upcoming school year. -A recent Parent Square survey revealed that correspondence from the DOE central office, should always be posted in Spanish and Chinese on Parent Square. This is a result of the changing demographics in Northern Corona. Moving forward, this has been noted by administration and all schools staff as we communicate with 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:	HELEN M. MARSHALL SCHOOL
DBN:	24/Q/330
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	43
Total # of teachers in this program:	1
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	0

Describe the direct instruction supplemental program here and include the ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials	The goal of the program is for our 3rd grade ELLS to improve their reading composite scores according to MAP baselines and periodic testing. Acadience data shows that our rising 3rd graders are the students who are most in need. Our goal by the end of the year is that 75% of students are reading at average proficiency. Our reading instruction will draw from the following models: -Heggerty for work around decoding. The last year of instruction, due to COVID-19, has resulted in many of our 3rd graders struggling with foundational reading skills, as evident in MAP data and previous years Max Scholar data. We wanted to provide teachers with a resource so that they can provide students with instruction in phonemic awareness in a structured and systematic way. -Reading Plus for pointed reading comprehension and vocabulary acquisition work. According to our MAP data, vocabulary is the component our readers struggle with the most. While decoding work is still important, we need to also build comprehension and vocabulary acquisition skills on a parallel track. Reading Plus is a program that models fluent reading and includes poignant vocabulary instruction and vocabulary activities responsive to student development. Our program at a glance: Our first 4 wednesdays will be grounded more heavily in heggerty's scope and sequence. Please see below for a day at a glance: 7:20-7:25: Greeting-how are we doing/how are we feeling? 7:25-7:30: Phonemic warm up 7:35-7:50: Blending 3 phonemes into spoken words 7:50-7:55: Close and reflect on progress After our first 4 sessions, students will take take a Heggerty strand assessment to determine if additional phonemic work is needed or if students can move into read naturally. At this point, certain small groups will be using Heggerty while others will be using reading plus. For example: 7:20-7:25: Greeting-how are we doing/how are we feeling 7:25-7:30-Whole group phonemic warm up 7:30-7:50: Stations a: deconstructing/constructing words b. Small group with teacher around segmenting phonemes c. Small group engaging in activities on reading plus to increase vocabulary and comprehension. 7:50-7:55: Close and reflect on progress Who are the target students and why: -ELLs in grades 3. We have 10 students who are entering, 9 emerging, 12 transitioning, 7 expanding and 5 commanding. The rationale is that these students are performing the lowest relative to their peers and it is the grade with the largest number of ELLs. We are starting with 3rd grade because they are the grade with the highest need and we currently have 1 certified ENL teacher to service them during this time. Schedule and Duration: -Wednesdays from 7:20-7:50 -Starting October 5th, concluding June 7th Language of instruction: -English -With home language support in Spanish More on home language support: Our teacher facilitating this learning for students is our dual language teacher. Spanish will be used in small groups, to build phonemic awareness in Spanish. # of certified teachers to service students: 1 Types of materials: -Heggerty -Reading Plus -Amira
Rationale	The goal of the program is for our 3rd grade ELLS to improve their reading composite scores according to MAP baselines and periodic testing. Acadience data shows that our rising 3rd graders are the students who are most in need. Our goal by the end of the year is that 75% of students are reading at average proficiency. Our reading instruction will draw from the following models: -Heggerty for work around decoding. The last year of instruction, due to COVID-19, has resulted in many of our 3rd graders struggling with foundational reading skills, as evident in MAP data and previous years Max Scholar data. We wanted to provide teachers with a resource so that they can provide students with instruction in phonemic awareness in a structured and systematic way. -Reading Plus for pointed reading comprehension and vocabulary acquisition work. According to our MAP data, vocabulary is the component our readers struggle with the most. While decoding work is still important, we need to also build comprehension and vocabulary acquisition skills on a parallel track. Reading Plus is a program that models fluent reading and includes poignant vocabulary instruction and vocabulary activities responsive to student development.
Subgroups and grade levels of students to be served	Who are the target students and why: -ELLs in grades 3. We have 10 students who are entering, 9 emerging, 12 transitioning, 7 expanding and 5 commanding. The rationale is that these students are performing the lowest relative to their peers and it is the grade with the largest number of ELLs. We are starting with 3rd grade because they are the grade with the highest need and we currently have 1 certified ENL teacher to service them during this time.
Schedule and duration	Schedule and Duration: -Wednesdays from 7:20-7:50 -Starting October 5th, concluding June 7th
Language of instruction	Language of instruction: -English -With home language support in Spanish t
Number and types of certified teachers	# of certified teachers to service students: 1
Types of materials	Types of materials: -Heggerty -Reading Plus -Amira
Include any additional details here:	Who are the target students and why: -ELLs in grades 3. We have 10 students who are entering, 9 emerging, 12 transitioning, 7 expanding and 5 commanding. The rationale is that these students are performing the lowest relative to their peers and it is the grade with the largest number of ELLs. We are starting with 3rd grade because they are the grade with the highest need and we currently have 1 certified ENL teacher to service them during this time.

The direct instruction component of the program will consist of (check all that apply):	,Before School
Grades to be served in this program. Select all that apply.	,3

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	This year, our school is adopting ELA curriculum--HMH; into reading for the second year. We made this choice because of the researched base work and learning around building foundational reading skills. This focus, in conjunction with research-based techniques to support our ELLs that include translations, Spanish phonemic work, culturally relevant content, and tiered supplemental texts made this curriculum the right one for our school. As a result of this move, we have used and continue to use Monday PD time to support teachers on how to successfully implement this curriculum and make adjustments appropriate for our students, especially our ELLs. All teachers are part of this work and learning. Our primary facilitators are a consultant from HMH and members of the administration. And below are the topics we covered and plan to cover as we kick off this new curriculum. Each topic lasts 1-2 sessions, and each session will last 45 minutes. PDs will be facilitated over zoom and we will use sign-in authentication to provide a record for attendance. October/November: -How to make an effective learning environment: During these sessions, our HMH consultant is the primary facilitator and teachers familiarize themselves with the different routines to help students feel comfortable, supported, and ready to learn. These routines include different attention-getting signals, the ways in which students are organizing their work and learning and progress, and the ways in which students build community and build awareness of their feelings and emotions. This work helps all of our students, especially our ELLs build executive functioning skills in an intentional way, while also building the language and the confidence to reflect on their work and learning and their feelings -How to determine needs and next steps based on MAP data: During these sessions, the administration is the primary facilitator. We worked with teachers to analyze MAP data to determine learning and instructional needs for our focus sub group: ELLs. We determined that our reading composite score was the lowest in the 3rd grade, and vocabulary acquisition was the greatest need across the reading skills. As a result of this analysis, administration and teachers, with particular consult from our ELL teachers, developed an action plan that included additional vocabulary teaching and progress monitoring. More specifically we learned the importance of limiting the number of focused vocabulary words each week, ensuring that students have more opportunities to learn and use these words, and thus increasing mastery. November/December -How to develop Foundational Skills through Systematic and Explicit Instruction. During this session facilitated by our HMH consultant, teachers learn to develop vocabulary routines to develop word-conscious students, identifying the elements of the routines that create meaningful learning experiences and how to Identify best practices in Scaffolding instruction for all learners while maintaining rigorous instruction. This led us to develop common strategies to support ELLs to make meaning around rich text. The greatest takeaway for 3rd-grade teachers was the need to chunk grade-level text for ELLs and supplement with on-level text to build background knowledge on the subject in focus. January -How to analyze data around vocabulary acquisition. Facilitated by administration and grade team leaders, teachers will look at available data from reading plus and other formative assessments to determine progress and next steps between January and the next MAP assessment. Next steps are expected to be thoroughly defined for our ELLs, drawing from strategies and learning developed earlier in the year. ENL teachers will review next steps and offer feedback. After the February MAP assessment, teachers will look at the data to determine next steps and questions for learning that our HMH consultant will connect around along with our ENL teachers. Our consultant does come at a cost, and we are stilling working on the extent of her services.
Rationale	This year, our school is adopting ELA curriculum--HMH; into reading for the second year. We made this choice because of the researched base work and learning around building foundational reading skills. This focus, in conjunction with research-based techniques to support our ELLs that include translations, Spanish phonemic work, culturally relevant content, and tiered supplemental texts made this curriculum the right one for our school. As a result of this move, we have used and continue to use Monday PD time to support teachers on how to successfully implement this curriculum and make adjustments appropriate for our students, especially our ELLs. All teachers are part of this work and learning. Our primary facilitators are a consultant from HMH and members of the administration. And below are the topics we covered and plan to cover as we kick off this new curriculum. Each topic lasts 1-2 sessions, and each session will last 45 minutes. PDs will be facilitated over zoom and we will use sign-in authentication to provide a record for attendance.
Teachers to receive training	All teachers are part of this work and learning. Our primary facilitators are a consultant from HMH and members of the administration. And below are the topics we covered and plan to cover as we kick off this new curriculum. Each topic lasts 1-2 sessions, and each session will last 45 minutes. PDs will be facilitated over zoom and we will use sign-in authentication to provide a record for attendance.

Schedule and duration	October/November: -How to make an effective learning environment: During these sessions, our HMH consultant is the primary facilitator and teachers familiarize themselves with the different routines to help students feel comfortable, supported, and ready to learn. These routines include different attention-getting signals, the ways in which students are organizing their work and learning and progress, and the ways in which students build community and build awareness of their feelings and emotions. This work helps all of our students, especially our ELLs build executive functioning skills in an intentional way, while also building the language and the confidence to reflect on their work and learning and their feelings -How to determine needs and next steps based on MAP data: During these sessions, the administration is the primary facilitator. We worked with teachers to analyze MAP data to determine learning and instructional needs for our focus sub group: ELLs. We determined that our reading composite score was the lowest in the 3rd grade, and vocabulary acquisition was the greatest need across the reading skills. As a result of this analysis, administration and teachers, with particular consult from our ELL teachers, developed an action plan that included additional vocabulary teaching and progress monitoring. More specifically we learned the importance of limiting the number of focused vocabulary words each week, ensuring that students have more opportunities to learn and use these words, and thus increasing mastery. November/December -How to develop Foundational Skills through Systematic and Explicit Instruction. During this session facilitated by our HMH consultant, teachers learn to develop vocabulary routines to develop word-conscious students, identifying the elements of the routines that create meaningful learning experiences and how to Identify best practices in Scaffolding instruction for all learners while maintaining rigorous instruction. This led us to develop common strategies to support ELLs to make meaning around rich text. The greatest takeaway for 3rd-grade teachers was the need to chunk grade-level text for ELLs and supplement with on-level text to build background knowledge on the subject in focus. January -How to analyze data around vocabulary acquisition. Facilitated by administration and grade team leaders, teachers will look at available data from reading plus and other formative assessments to determine progress and next steps between January and the next MAP assessment. Next steps are expected to be thoroughly defined for our ELLs, drawing from strategies and learning developed earlier in the year. ENL teachers will review next steps and offer feedback.
Topics to be covered	-How to make an effective learning environment -How to develop Foundational Skills through Systematic and Explicit Instruction. -How to analyze data around vocabulary acquisition.
Name of provider	HMH service consultants.
Include any additional details here:	The focus of our work following the midpoint MAP assessment will still be grounded in working on foundational skills with our students who need them, although interventions may need to be accelerated. The intervention tools we may need to consider are as follows: -Increased doses of Amira for students with signs of dyslexia and needs around phonemic awareness/recognition -Increased doses of Heggerty for students with needs around phonemic awareness/recognition Both of these intervention tools may require teacher development and work to familiarize themselves with the tool and how to read the data.

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	Focus: How to engage your children as readers at home Rationale: Based on MAP data, our 3rd-grade ELLS need focused reading support. There is an incredible opportunity for families to support reading development at home. Fluency is a pivotal characteristic of a successful reader and can be cultivated at home and can be an entry point for reading progress. Schedule: 2:30-3:30 via ZOOM Session 1: January 18th Session 2: February 1 Session 3: February 15 Session 4: March 1 Topics to be covered: 1: What is fluency and what is not fluency?: By the end of this session, parents will be able to describe what reading fluency looks like and sounds like. And parents will have an opportunity to review Fast Track resources and get questions answered 2: Why does building fluency matter? By the end of this session, parents will develop an understanding of the role that fluency plays in building successful readers. While being fluent does not mean you understand the text, it is a key pre-condition for this. Parents will also have an opportunity to share how the first week of Fast track has gone with their children, and get questions answered 3-4 will be based on needs and questions raised during the first 2 sessions and also based on data collected around how fast track is working. We will also make time to celebrate progress during session 4. Name of Provider: Mcgraw Hill Parents will be notified by parentsquare and letters sent home. Our focus group will be 3rd-grade parents. Agendas will be shared on parentsquare and attendance will be collected on Zoom. Attendance data, agendas and data insights for this program will be housed in our google drive folder, entitled '3rd grade parent fluency work'
Rationale	Rationale: Based on MAP data, our 3rd-grade ELLS need focused reading support. There is an incredible opportunity for families to support reading development at home. Fluency is a pivotal characteristic of a successful reader and can be cultivated at home and can be an entry point for reading progress.
Schedule and duration	Schedule: 2:30-3:30 via ZOOM Session 1: January 18th Session 2: February 1 Session 3: February 15 Session 4: March 1
Topics to be covered	Topics to be covered: 1: What is fluency and what is not fluency?: By the end of this session, parents will be able to describe what reading fluency looks like and sounds like. And parents will have an opportunity to review Fast Track resources and get questions answered 2: Why does building fluency matter? By the end of this session, parents will develop an understanding of the role that fluency plays in building successful readers. While being fluent does not mean you understand the text, it is a key pre-condition for this. Parents will also have an opportunity to share how the first week of Fast track has gone with their children, and get questions answered 3-4 will be based on needs and questions raised during the first 2 sessions and also based on data collected around how fast track is working. We will also make time to celebrate progress during session 4.
Name of provider	Name of Provider: Mcgraw Hill
How parents will be notified of these activities	Parents will be notified by parentsquare and letters sent home. Parentsquare has a feature that allows families to choose their preferred language and Parentsquare translates messages for them. Our parent coordinator spot checks the translation. Letters sent home are translated by our parent coordinator.
Include any additional details here:	Our focus group will be 3rd-grade parents. Agendas will be shared on parentsquare and attendance will be collected on Zoom. Attendance data, agendas and data insights for this program will be housed in our google drive folder, entitled '3rd grade parent fluency work'

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	NA	Professional saleries with fringe for teachers and one supervisor, but only if there is no other after-school activity going on simultaneously
Purchased services -High quality staff and curriculum development contracts.	NA	Half-day of professional learning in Rewards (1,500) Half-day of professional learning in Heggerty (750.00) Half-day of professsional learning in Fast Track (1,150)
fSupplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	NA	Fast Track resources for the family component Heggerty materials to address phonemic awareness Rewards Reading materials to address fluency Guided Reading books to support comprehension and book club work
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other	NA	NA
TOTAL	18,231.00	

Allocation Amount ($):	18,231.00
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	We provide new teachers mentoring through the formal mentoring program and a buddy teacher, respectively. Our veteran staff members are selected and assigned based on their instructional strengths and past performance. To ensure retention and support of our highly qualified teachers, our school promotes teacher leadership initiatives, such as Grade Team leaders, Community Meeting Facilitators, and Success Advisors. Further, we hire teachers who are certified in their respective subject areas and seek out teachers who have dual/triple certifications. A weekly common planning prep with grade colleagues is being proposed into the master school schedule to support coherence and the analysis of student work. Our field support center provides professional development opportunities for administration, teachers, and paraprofessionals throughout the year. HMH and Power Learning professional development opportunities will be organized to support teachers during the Monday professional development block (80 minutes) A peer inter-visitation structure is going to be organized to facilitate staff successes, needs, and to learn new ideas and strategies. Data Dives will be built into the master schedule to help teachers analyze data and monitor student learning.

Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	At PS 330Q, we make every effort to make the transition into Kindergarten a smooth one for all parents and students. A Pre-K visit to our school is organized during a Kindergarten community meeting. June kindergarten orientation sessions are organized that include a school tour. A kindergarten application information session is conducted to address questions regarding the application process. Lastly, two partnership activities (buddy reading and shared hands-on experiences) are organized in May that involves pre-K and our fifth grade students.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	26,102	x	Sections 5 & 6
Title I, School Improvement 1003(a)	Federal	32,595	X	Sections 5 & 6
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	19,166	x	Sections 5 & 6
Title III, Immigrant	Federal	N/A	N/A	N/A
Title IV, Part A	Federal	N/A	N/A	N/A
Tax Levy (Fair Student Funding)	Local	3,861,864	x	Sections 5 & 6

Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire

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

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

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

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

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

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

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

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

Important Note: The following funds <u>may not</u> be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires

School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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

APPENDIX 7: TITLE III (IMMIGRANT) APPLICATION

TITLE III IMMIGRANT OUTLINE

Title III Application for Immigrant Funding

REQUIREMENTS

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

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

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

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

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

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

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

DIRECTIONS

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Helen M. Marshall
DBN:	24Q330
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total # of immigrant students (including ELLs) to be served:	45
Total # of teachers in this program:	3

Describe the direct instruction supplemental program here and include the - Rationale - Subgroups and grade levels of students to be served - Schedule and duration - Language of instruction - Number and types of certified teachers - Types of materials	Our new arrivals (immigrants), arrive with a wide range of skills and needs. All of our new arrivals (immigrants) are English Language Learners who are in need of some level of Oral Language Development. Oral Language development is fundamental for access to core instruction in ELA and in Math and in building comfort and readiness to engage more deeply in school and in the surrounding community. To support oral language development we prioritize discourse and intentional discourse scaffolds in class like linguistic frames and yet, there is a greater need to support oral language development outside of the school day. We currently offer oral language intervention to students in 3-4-5. We started with the upper grades because the level of complexity in the core curriculum necessitated immediate intervention. We use Joy School English-- a researched based oral and literacy based program that helps students to work on pronunciation, oral sentence construction, vocabulary development and foundational word recognition skills. This program has resulted in increased confidence, fluency and grades 3-4-5 to reach higher than projected growth on the MAP reading MOY. Based on this success, we would like to extend this to K-1-2 as well. The program schedule: -M, T, Th mornings from 7:00-7:50 The program: -Joy School English Language: -English Sub groups: All K, 1 and 2 students who meet the following criteria will be eligible to participate in this program: a. Are below grade level in acadience b. making lower than projected growth according to acadience c. Teacher observations that indicate student discomfort and lack of confidence and oral participation Prior to participation students will will take roswellchall reading assessment so that students can be grouped homogenously based on foundational literacy skills (level 1,2 or 3). The hope is to have no more than 15 students in a group, so if we need additional teacher to maintain homogenous groups than we will recruit someone else to join. At this point the plan is to have 3 teachers--all 3 are bilingual certified.
Rationale	Our new arrivals (immigrants), arrive with a wide range of skills and needs. All of our new arrivals are English Language Learners who are in need of some level of Oral Language Development. Oral Language development is fundamental for access to core instruction in ELA and in Math and building comfort and readiness to engage more deeply in school and in the surrounding community. To support oral language development we prioritize discourse and intentional discourse scaffolds in class like linguistic frames and yet, there is a greater need to support oral language development outside of the school day. We currently over oral language intervention to students in 3-4-5. We started with the upper grades because the level of complexity in the core curriculum necessitated immediate intervention. We use Joy School English-- a researched based oral and literacy based program that helps students to work on pronunciation, oral sentence construction, vocabulary development and foundational word recognition skills. This program has resulted in increased confidence, fluency and grades 3-4-5 to reach higher than projected growth on the MAP reading MOY. Based on this success, we would like to extend this to K-1-2 as well. The hope is that students will build oral language and foundational reading skills that will be evident on Joy English progress monitoring tools and according weekly Acadience progress monitoring and EOY.
Subgroups and grade levels of students to be served	All K, 1 and 2 students who meet the following criteria will be eligible to participate in this program: a. Are below grade level in acadience b. making lower than projected growth according to acadience c. Teacher observations that indicate student discomfort and lack of confidence and oral participation Based on this data, the majority (70%) of our participants will be newcomers and developing according to initial English Proficiency. We also notice that 15% of students will have IEPs. It is important to note that students will be grouped according to level on the Roswell Chall reading assessment. Prior to participation students will will take roswellchall reading assessment so that students can be grouped homogenously based on foundational literacy skills (level 1,2 or 3). The hope is to have no more than 15 students in a group, so if we need additional teacher to maintain homogenous groups than we will recruit someone else to join. At this point the plan is to have 3 teachers-- all 3 are bilingual certified.
Schedule and duration	Starting March 6th and until June, students will meet M, T, Th morning from 7-7:50. After 6 weeks we will review Roswell Chall; Acadience data and Joy School English data to re-group students.
Language of instruction	English.
Number and types of certified teachers	3--bilingual certified teachers. All Spanish speaking to translanguage as needed (around technology and vocabulary development)

Types of materials	Joy School English and Rosewell Chall. A strong foundation in speaking and listening helps children become successful readers and strong, confident communicators. That's why we chose Joy School English which provide students with poignant attention on developing oral language, providing students with 15,000+ opportunities to speak. With Joy School English, kids are actively using their voices to interact and receive immediate feedback on pronunciation and content. Rosewell Chall is a diagnostic reading assessment that measures letter and sound recognition and overall word recognition.
Include any additional details here:	Not at this time
The direct instruction component of the program will consist of (check all that apply):	,Before School
Grades to be served in this program. Select all that apply.	,1,2,K

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include: ▪ Rationale ▪ Teachers to receive training ▪ Schedule and duration ▪ Topics to be covered ▪ Name of provider Begin description here:	Teachers participating in the AM oral language development sessions and 11 classroom teachers who are teaching our new arrivals will be granted the opportunity to participate in our LETRS Professional development program. The program is designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Topics: Session 1: Why Is Reading Difficult? Session 2: How Are Language and Literacy Related? Session 3: What Does the Brain Do When It Reads? Session 4: What Skills Support Proficient Reading? Session 5: How Do Children Learn to Read and Spell? Session 6: What Are the Major Types of Reading Difficulties? Session 7: How Can Assessment Be Used for Prevention and Early Intervention? Session 8: How Can Assessments Be Used to Differentiate Instruction? Schedule: Mondays from 2:30-3:40; Starting March 6th and continuing into next year

Rationale	The program is designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Because we are noticing our new arrivals are not arriving with a strong L1, it is more important than ever that our teachers become experts in reading and language development.
Teachers to receive training	Teachers participating in the AM oral language development sessions and 11 classroom teachers who are teaching our new arrivals will be granted the opportunity to participate in our LETRS Professional development program.
Schedule and duration	Schedule: Mondays from 2:30-3:40; Starting March 6th and continuing into next year
Topics to be covered	Topics: Session 1: Why Is Reading Difficult? -origin of writing system -nature of American alphabetic system -review the simple view of reading This will support immigrant students because we need context to understand the reasons our recent immigrants are struggling with reading. This is important to ensure that we do not stigmatize them and their struggles. Session 2: How Are Language and Literacy Related? -informal vs formal language -relationship between literacy and language -Spoken vs written This context is important to help ensure that our oral and literacy work is reinforcing one another and it is all part of the larger tapestry of literacy that helps us our readers grow. Session 3: What Does the Brain Do When It Reads? -Explain the parts of the brain activated when reading -explain the sub skills of word recognition The more our teachers know behind the what and the how is important. This topic is very much about the 'how'. Session 4: What Skills Support Proficient Reading? -Explain the different phases of word recognition This is invaluable to help teachers understand student development and provides context for teachers as they measure and adjust instruction to meet their needs. Session 5: How Do Children Learn to Read and Spell? -explain teaching that needs to happen at each phase of word recognition The more our teachers know behind the what and the how is important. This topic is very much about the 'how'. Session 6: What Are the Major Types of Reading Difficulties? -How to differentiate for language comprehension vs. word recognition needs Teachers also need to be equipped with concrete strategies for instruction and planning to support our immigrants and their different reading and learning needs. Session 7: How Can Assessment Be Used for Prevention and Early Intervention? -how to select diagnostic and screeners and how to use that data to inform practice In order to improve practice we need to get better at selecting the right assessments and in the next session--how to use assessments to drive instruction. Session 8: How Can Assessments Be Used to Differentiate Instruction? -how to revise school assessment plan
Name of provider	LETRS
Include any additional details here:	We have cohort 1 that started this year and they will finish units 3 and 4 next year. A new cohort will be formed that will work on units 3 and 4, 2 years from now.

PART D: PARENTAL ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these students. Description should include: ■ Rationale ■ Schedule and duration ■ Topics to be covered ■ Name of provider ■ How parents will be notified of these activities Begin Description here:	We will be offering parents 2 types of programs: 1. Adult ESL learning opportunities offered by Gabriella, our Maspeth Town Hall director. There is a program in place for famileis after school however we want to extend this opportunity to families in the AM 2. Summer planning support hosted by David Ortiz, our social worker and Jen Acosta, our guidance counselor. The purpose of this program is to help families build awareness of summer learning and enrichment opportunities in the city.
Rationale	Adult ESL is important to support families to build communication pathways with their students. In many cases, our students are struggling in Spanish and English to express themselves. As we build english skills in our students it is important that our families have access to this same learning so that they can communicate with their children at home. The summer planning support is important because there are so many resources and opportunities to navigate. In order to participate one needs the technological literacy and also needs to know where to look. Furthermore to participate in some of the programs one needs to sign up early. For this reason we want to support families and students to have an enriching and productive summer experience.
Schedule and duration	Adult ESL will begin on the week of March 6th and will be offered weekly. We are still confirming the day. The time will be from 8:30-10:30 AM Summer planning will be offered in 2 parts and these 2 parts will be offered on a series of 2 Tuesdays, and 2 Saturdays. Dates and times TBD.
Topics to be covered	Adult ESL will follow a curriculum developing formal and informal conversation structures and skills Summer planning 1: will be an interest inventory and an identification of places and programs that match topic Summer planning 2: will be devoted to sign up support and planning for logistics--drop off, pick up, start time and end time. Our immigrant families are looking to find work and build momentum around their career. Part of the challenge is to ensure that they have the space and the time to do this which means they need activities for their students. Furthermore, our immigrant students deserve enriching activities that are special and part of their new come. In order to feel a greater sense of belonging, our immigrant students need opportunities to interact with the different activities that NYC has to offer. As any New Yorker can attest, there is a lot going on in the city, but it can be difficult to navigate through the resources in a timely and effective way. This is particularly challenging for new New Yorkers who do not speak the dominant language in the city. We need to create a space, a time and the resources (good WIFI) explicitly devoted to helping families turn their ideas and aspirations about the summer into action!
Name of provider	Gabriela, our Maspeth Town Hall Director and David Ortiz and Jen Acosta.
How parents will be notified of these activities	We use Parent square--an application that alerts families by text and email. We will also send papers home with kids. Parentsquare is fantastic because it automatically translates text based on families language preference and sends it at their most convenient time.
Include any additional details here:	Not at this time.

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	10,200	For direction instruction of families, LETRS PD HW to be completed outside of school hours and for JOY school of English oral language development
Purchased services -High quality staff and curriculum development contracts.	3400	LETRS PD purchase
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	1700	Joy School English Licenses
Educational Software (Object Code 199)	1700	Joy School English Licenses
Travel	NA	NA
Other	NA	NA
17000	17000	

Allocation Amount ($):	17000
This school is (select one):	Conceptually consolidated (skip Part E of this document)