

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	31R016
School Name	P.S. 016 John J. Driscoll
Principal	Michele Ramos

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	John J. Driscoll
District Borough Number (DBN):	31R016
Grades Served:	Pre-K through 5th Grade
School Address:	195 Daniel Low Terrace Staten Island, NY 10301
Phone Number:	718 447-0124
Fax:	718 447-5398
School Contact Person:	Michele Ramos, Principal
School Contact Person Email Address:	mramos8@schools.nyc.gov
Principal:	Michele Ramos
United Federation of Teachers (UFT) Chapter Leader:	Kathleen Bayer

Parents' Association President:	Berline Monroe
SLT Chairperson:	Anne Marie Maresca
Title I Parent Advisory Council Chairperson (PAC):	Marie Espinosa
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Mike Candela NYCID
School-Based Students in Temporary Housing (STH) Liaison:	Jeannine Bush

District Information

Geographic District:	31
Superintendent:	Dr. Marion Wilson
Superintendent's Office Address:	715 Ocean Terrace, Staten Island, N.Y. 10301
Superintendent's Email Address:	mwilson11@schools.nyc.gov
Phone Number:	718 447-0124
Fax:	718 447-5398

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	
Michele Ramos	Principal or Designee*		
Amy Goldman Pechter	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Berline Monroe	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Anne Marie Maresca	District Council 37 (DC 37) Representative (staff), if applicable		
Maria Espinoza	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
Mike Candela-NYCID	CBO Representative, if applicable		
Makeda Campbell	Member/Paraprofessional		
Jessica Vega	Member/Teacher		
	Member/Elected Parent		
Maribel Platero	Member/Elected Parent		
Candida Hernandez	Member/Elected Parent		
Erminio Sales	Member/Elected Parent		
Amy Goldman Pechter	Member/Teacher		
N/A	Member/ N/A		
N/A	Member/ N/A		

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
Christine Vigliotti	Assistant Principal	
Kimberly Worsdale	Assistant Principal	
Jeanine Bush	School Social Worker	
Jennifer Colon	Guidance Counselor	
Rita Diaz	Parent Coordinator	
Hanan Fahmy	Teacher	
Christine Maresma	Teacher	
Susanne Stevenson	Teacher	
Jennifer Argano	Teacher	
Nicole Perez	Teacher	
Alexandra Scribani	Teacher	
Sally Martinez	Teacher	
Kelsey Geisler	Teacher	
Amelia Nicholasi	Teacher	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school’s mission statement:	At Public School 16 we strive to support all learners with a successful elementary school experience. Our staff maintains an innovative and energetic role to create lifelong learners within our students as they are grounded in 21st Century skills. As we collaborate throughout the building, our teachers, paraprofessionals, school aides, office personnel and custodial staff provide a safe and cheerful school environment. We believe that during these years, we build the foundational knowledge for academic and social success within our young learners.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P.S. 16 is located in a commercial/residential area near the Staten Island Ferry. Centered in "downtown" Staten Island, Borough Hall, the Public Library, the CourtHouses, Staten Island Children's Museum, Staten Island Zoo, and the 120th Precinct are all at our fingertips. We have developed an ongoing relationship with the Staten Island Museum and Snug Harbor Cultural Center. We are one school located within a campus setting. We share facilities with two other elementary schools, one being co-located within our building. The Arts are integral to the learning community at the John J. Driscoll Elementary School. The arts are embedded into the social studies curriculum by the classroom teachers. In grade three to five, our students will participate in an after school program as part of the Violence and Prevention Grant. Arts Connection dance and drum resident artists will partner with our teachers to instruct students in drums, hip hop dance and hip hop storytelling. The John J. Driscoll Campus Robin Hood Library strives to create a 21st century environment that promotes learning for all students by providing them with the necessary tools and knowledge to access information, teaching information literacy skills, and encouraging lifelong learning. The library media center strives to be a center where students can be creative and grow to have an appreciation of literature, critical thinking skills, and a respect for others and self. Our Dual Language Program serves Pre-Kindergarten through 5th grade. This program was initiated to meet the needs of the Hispanic subgroup not meeting the AMO. This two-way model integrates native English speakers and native language speakers for all of their content areas of instruction, providing equity of instruction in both languages. All teachers are bilingually certified. The Dual Language Program is departmentalizing in grades 4 and 5. The Estrellita program is incorporated to support early Spanish literacy skills for all students. In addition we provide academic intervention services, Leveled Literacy Program (LLI), to all students who are not meeting grade level standards. After School Programs include the following: o After school ELA and Math enrichment for third, fourth and fifth grade students. o After school Title III ENL program for grades 1-4 o After school Art Academy for 3rd , 4th and 5th grade students. o After school Read Program for 1st and 2nd grade students. o After school Academic Intervention Services Level Literacy Program for 2nd and 3rd grade students o After school Champs program for grades 4 and 5 o After School NYCID program for grades 1-5 o After school online coding and video game design for grade 3, 4, and 5 o After school online Latin X Student Union o After school online Black Student Union o After school online Yoga o After school online Dance PS 16 enjoys collaborations with several community-based organizations. P.S. 16 partners with two local colleges, The College of Staten Island and Touro College, to help prepare future teachers. This year, we partnered with NYCID to become a community school. This has helped us to connect with the community as well as improve our attendance rates with our chronically absent students. Curriculum In ELA, P.S. 16 is using a variety of curriculum tools to help guide our ELA instruction. Our main curriculum is F&P classroom which is used in grades K-5. We also co-create our units of study focusing on Priority Standards R1, R2 and R4. This work supports our Theory of Action frame focusing on the progression across the Next Gen standards in order to ensure all students are participating in rigorous instructional practices. Teachers work collaboratively across grades to ensure that our curriculum maps are addressing priority standards as well as thoughtful pre and post assessments to inform instruction and track progress. Teachers in all grades meet with Isaac Wells to discuss and implement vocabulary and guided reading strategies through the Core Collaborative. Throughout the year, teachers attended various professional development sessions facilitated by Isaac Wells. During these sessions, the team deconstructed the standards and planned units of study which focused on setting priority standards. They then chose learning intentions grounded in the Next Gen, matched with success criteria which allowed students to make their thinking visible and consolidate their learning. In math, P.S. 16 used several resources for their math curriculum. Envision Math 2.0, Eureka, Go Math, Exemplars, IXL and other digital tools are used in all grades to support and enrich mathematical concepts. All curriculum materials provide conceptual understanding and are also Next Gen aligned. The programs provide time for whole group instruction, partner work and individual differentiated activities. Throughout the entire math block students are encouraged to explain and discuss their mathematical thinking. To ensure the development of grade appropriate Problem Solving skills we are utilizing the SOLVE method and focusing on the Standards for Mathematical Practices 1, 3, and 6. We will collect, analyze and make decisions based off of the data collected while using the ATLAS. The tool places an emphasis on the integration of the SOLVE method and the three math practices mentioned above. Throughout the year teachers in all grades met with Estafania Lujan, the NTN Math Coach to analyze data and create assessments based on the information. Classroom teachers focused on the Science Scope and Sequence and used an inquiry-based approach in STEAM - Science, Technology, Engineering, Art and Math. Teachers also followed the NYC Social Studies Scope and Sequence by embedding it into their literacy work and embedded culturally diverse content. Through our work with Core Collaborative, we have made a strong push to ensure that our Social Studies maps are not only aligned to the Scope and Sequence, but also have learning intentions which are grounded in the ELA Next Gen standards with matched success criteria. We have also partnered our lessons with the Civics For All program. Instructional technology enhances the curriculum in all areas of instruction by providing student choice, multiple entry points, and student engagement. All students participate in some form of art, movement and physical education. ENL students total 29% of our population and Students with Disabilities total 30%. When looking at our June Instructional Report, it is evident that our Special Education classes perform lower in every standard than the city averages in grades 3, 4 and 5. In ELA their specific needs are decoding and comprehending complex texts which are on their grade level. Many of our students are currently reading 1-2 levels below grade expectations. We are addressing this need by reframing the literacy block in the lower grades. K, 1 and 2 teachers will plan their literacy block around building strong reading foundational skills. All K-2 staff members have received Orton Gillingham training, A certified staff member has trained newly K, 1 and 2 teachers in delivering an intensive, sequential phonics-based system to teach the basics of word formation before whole meanings. In math their specific needs are similar to that of ELA. Many of our students struggle to make meaning out of word problems. Many of our students lack a solid base ten number sense which hinders them from making connections among mathematical ideas. In turn, they see these ideas as isolated concepts. In order to increase the amount of opportunities for individualized instruction and intervention, students also engage in strategic math sessions. During these sessions students are grouped based on the findings of various formative assessment strategies and focus on the four mathematical operations, comprehension of word problems, or a particular skill within the unit. At PS 16 we pride ourselves on weaving SEL instruction into every portion of our school day. From arrival, students begin their day with Sanford Harmony and check in on the RULER Mood Meter. Teachers and support staff use the DESSA data to match students in high need to "big buddies" throughout the building. Students take benchmark surveys (3x's a year) to gauge where they are socially and emotionally when they are at PS 16. We use this perception data from the students to make adjustments and added support from our behavioral/ crisis team.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Fountas and Pinnell Classroom i-Ready	Assessments are aligned with the Next-Gen Standards.
Math	K-5	Envision Math i-Ready	End of unit assessments are customized by standard.

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)
Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (R1)	As evident on the 2022 iReady EOY Reading diagnostic Comprehension of Informational Text domain, students in Grades K-5: - 41% performed two or more grade levels below - 37% performed one grade level below As evident on the 2022 EOY ELA NYC Performance Task the average score was: - 47% on Standard 3R1 for 3rd grade students - 60% on Standard 4R1 for 4th grade students	-Struggle to differentiate between question and answer. -When asking questions, students are asking questions not related to the text. -Details to support answers are not relevant to the question.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R2)	As evident on the 2022 iReady EOY Reading diagnostic Comprehension of Literature domain, students in Grades K-5: - 33% performed two or more grade levels below - 40% performed one grade level below As evident on the 2022 EOY ELA NYC Performance Task: - the average score for 2nd grade students on standard 2R2 was 55%	-Students struggle to include story elements in a summary -Students struggle to recall and locate relevant facts -Students struggle to determine the central idea of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R4)	As evident on the 2022 iReady EOY Reading diagnostic Vocabulary domain, students in Grades K-5: - 34% performed two or more grade levels below - 42% performed one grade level below As evident on the 2022 iReady EOY Reading diagnostic Phonics domain, students in Grades K-5: - 30% performed two or more grade levels below - 26% performed one grade level below	-Students are unable to determine the meaning of content and academic specific words in a text. -Struggle to find/use context clues in the surrounding text. -Unable to recognize word parts (suffixes, prefixes, roots) and how they can change the meaning of the word.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	3rd grade: 47.2%, 4th grade: 60.6%, 5th grade: 70.3%	By June, 2023, Elementary/Middle School ELA Students in 3rd - 5th Grade will Increase 3% of students' average score in Reading Standard 1, from 3rd grade: 47.2%, 4th grade: 60.6%, 5th grade: 70.3% to 3rd grade: 50.2%, 4th grade: 63.6%, 5th grade: 73.3% , as measured by EOY NYCPT .
All Students	Kindergarten: 57%	By June, 2023, Elementary/Middle School ELA Kindergarten Students will Increase 3% of students' average score in Reading/Writing Standard 2, from Kindergarten: 57% to Kindergarten:60%, as measured by EOY NYCPT .
All Students	1st grade: 60%, 2nd grade: 55.2%	By June, 2023, Elementary/Middle School ELA 1st and 2nd Grade Students will Increase 3% of students' average score in Reading Standard 2, from 1st grade: 60%, 2nd grade: 55.2% to 1st grade: 63%, 2nd grade: 58.2%, as measured by EOY NYCPT .

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)
		06/2022			
EOY NYCPT	Grade 3-5 students achieving average score in R1	3rd grade: 47.2%, 4th grade: 60.6%, 5th grade: 70.3%	3rd grade: 47.2%, 4th grade: 60.6%, 5th grade: 70.3%	3rd grade: 50.2%, 4th grade: 63.6%, 5th grade: 71.3%	3rd grade: 48.2%, 4th grade: 61.6%, 5th grade: 73.3%
EOY NYCPT	Kindergarten Average SCORE R2	Kindergarten: 57%	Kindergarten: 57%	Kindergarten: 58%	Kindergarten: 60%
EOY NYCPT	Grade 1 and Grade 2 students achieving average score in R2	1st 60% 2nd- 55.2%	1st 60% 2nd- 55.2%	1st 61% 2nd- 56.2%	1st 63% 2nd- 58.2%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/30/2022	Staff and Administration will review EOY data to identify trends across the grade and determine implications for instruction in priority standards. Select staff will pilot Into Reading program. Teachers will begin to administer BOY Universal Screeners. Literacy Collaborative coaches provide overview of initiative and identify staff to participate in cycles of learning. Monthly Peer Collaborative period for Into Reading pilot teachers and grade bands. Focus- How will teachers use data to plan beginning lessons and small group instruction?
10/01/2022	11/30/2022	Staff will analyze data from BOY Universal Screeners - iReady ELA and Acadience to identify trends across the grade and determine implications for instruction. Administration will identify case study students and students in need of academic intervention. Administration will meet with teachers individually to discuss identified case study students. Teachers will develop and implement strategic action plan for case study students. Staff will begin implementing intervention services. Administration will informally visit classrooms and begin to give feedback and align professional development to support staff. Instructional team will develop a professional development plan to support staff. K-2 Literacy Collaborative coach will implement coaching cycles to support phonics instruction and academic vocabulary. 3-5 Literacy Collaborative coach will implement coaching cycles to support acquisition and development of vocabulary instruction. Staff will participate in O.G. PD and intervisitation. Staff will participate in iReady professional development based on data review and utilizing Teacher Toolbox. Teachers in grades K-2 will focus on Next Gen Foundational Skills. Focus- How can administration and coaches support teachers with feedback from classroom visits?
12/01/2022	01/31/2023	Staff will apply their learning from professional development to develop culturally responsive pedagogy and plan for diverse learning styles. Staff will administer MOY Universal Screeners. Literacy Collaborative coaches will begin next cycle of learning. Standards Mastery Team will receive professional development from iReady consultant. Focus- How does professional development help support teachers around our priority standards?

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Staff and Administration will meet in grade level Impact Teams to analyze data from MOY Universal Screeners- Acadience & iReady. Staff will identify trends across the grade, determine implications for instruction and academic intervention. Staff will participate in O.G. PD and intervisitation. Staff will participate Monitoring Online Instruction from iReady PD consultant. Focus-How will teachers use class data in lessons and small group planning based on most recent data?
04/01/2023	05/31/2023	Staff will apply their learning from professional development throughout the 2022-2023 school year to develop students' diverse learning styles. Administration will visit classrooms and continue to give feedback and align professional development to help staff self-assess their planning and instruction. The Instructional Team will review schoolwide PD and implications for 2024 school year. Staff will administer EOY Universal Screeners. Focus -How can administration continue to support teachers with feedback from classroom visits?
06/01/2023	06/30/2023	iReady consultant PD with focus on updating curriculum maps. Teachers will meet in impact teams to analyze the EOY Universal Screener data for the grade/class. Review of Into Reading pilot and next steps for implementation. Focus- What are the trends from BOY, MOY, EOY data? What are the glows/grows for each grade/class? How will this data impact curricula for the 2023-2024 school year?

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/31/2023	TEAM Parent Visits to watch mini-lessons in ELA and Math. Virtual Family Fun Nights(Literacy Bingo- Barnes & Noble Gift card as prizes) ENL Parent Workshops MSK/ MBK student led unions with parent support Monthly News letter from each grade to connect parents with classroom learning.	NYCID
02/01/2023	06/30/2023	TEAM Parent Visits to watch mini-lessons in ELA and Math. Virtual Family Fun Nights (Story Telling) ENL Parent Workshops MSK/ MBK student led unions with parent support Monthly News letter from each grade to connect parents with classroom learning.	NYCID

Human Resources	All school staff
Instructional Resources	Envisions/ F& P classroom Sanford HARMONY, Ruler Training
Schedule Adjustments	For day activities, schedules may have to be adjusted/ Family Fun night will happen after school.
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
-Understand the place value system and perform operations with multi digit numbers and/decimals (Numbers & Base Ten)	According to June 2022 instructional Report; Grade 3- there was a decrease .36 points compared to NYC average in Understand the place value system in comparing fractions Grade 4- there was a decrease in .32 points compared to NYC average in multiplying whole numbers Grade 5- there was a decrease compared to NYC average in comparing factor size	-Students need to find patterns to help with calculations and math problems. -Students need to fluently grasp the place value system.
-Use the four operations with whole numbers to solve word problems. (Operations & Algebraic Thinking)	According to June 2022 instructional Report; Grade 3- our largest decrease compared to NYC average - .35 word problems with multiple and division 0-100 Grade 4- our largest decrease compared to NYC average - 20 - multiplication word problems Grade 5- there was a decrease compared to NYC average -.37 in comparing decimals	-Students need to deconstruct word problems. - Students need to generate a plan to work through to a solution. - Students need to attend to precision when solving problems.
-Know number names and count sequence. -Represent and solve problems involving addition and subtraction. - Understand place value to add and subtract.	According to June 2022 instructional Report; Grade 3- our largest decrease compared to NYC average - .33 in two part word problems for CR Grade 4- our largest decrease compared to NYC average - 25 - number names and numerals Grade 5- there was a decrease compared to NYC average in fraction word problems - .22	-Students need to identify two-digit numbers above ten. -Students need to demonstrate one-to-one correspondence. -Students need to add and subtract within 100. -Students need to determine the difference between addition and subtraction in equations and word problems.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	3rd grade: 43% , 4th grade: 52%, 5th grade: 60%	By June, 2023, Elementary/Middle School Math for Students in 3rd-5th grade the Overall Performance of students' achieving levels 2 & 3 will Increase 2%, from 3rd grade: 43% , 4th grade: 52%, 5th grade: 60% to 3rd grade: 45% , 4th grade: 54%, 5th grade: 62%, as measured by EOY iReady.
All Students	1st grade:10%, 2nd grade:24%, 3rd grade:41%, 4th grade: 42%, 5th grade:39%	By June, 2023, Elementary/Middle School Math for Students in 1st-5th grade the Overall Performance of students' achieving level 1 will decrease 2%, from 1st grade:10%, 2nd grade:24%, 3rd grade:41%, 4th grade: 42%, 5th grade:39% to 1st grade:8%, 2nd grade:22%, 3rd grade:39%, 4th grade: 40%, 5th grade:37%, as measured by EOY iReady.
All Students	Kindergarten 81% , 1st grade: 75%, 2nd grade: 49%	By June, 2023, Elementary/Middle School Math for All Students in Kindergarten - 2nd grade the Overall Performance of students' achieving levels 2 & 3 will Increase 2%, from Kindergarten 81% , 1st grade: 75%, 2nd grade: 49% to Kindergarten 83% , 1st grade: 77%, 2nd grade: 51%, as measured by EOY iReady.

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)
		06/2022			
EOY Iready Diagnostic	Overall Performance Levels 2 and 3	3rd grade: 43% , 4th grade: 52% , 5th grade: 60%	3rd grade: 43% , 4th grade: 52% , 5th grade: 60%	3rd grade: 44% , 4th grade: 53% , 5th grade: 61%	3rd grade: 45% , 4th grade: 54% , 5th grade: 62%
EOY Iready Diagnostic	Overall Performance Level 1	1st- 10%, 2nd- 24%, 3rd grade: 41%, 4th grade: 42% , 5th grade: 39%	1st- 10%, 2nd- 24%, 3rd grade: 41%, 4th grade: 42% , 5th grade: 39%	1st- 9%, 2nd- 23%, 3rd grade: 40%, 4th grade: 41% , 5th grade: 38%	1st- 8%, 2nd- 22%, 3rd grade: 39%, 4th grade: 40% , 5th grade: 37%
EOY Iready Diagnostic	K-2 Overall Performance Levels 2 and 3	Kindergarten 81%, 1st 75%, 2nd, 29%	Kindergarten 81%, 1st 75%, 2nd, 49%	Kindergarten 82%, 1st 76%, 2nd, 50%	Kindergarten 83%, 1st 77%, 2nd, 51%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/30/2022	Staff and Administration will analyze data, provide feedback and utilize resources to create small group instruction for our Focus and Practice Standards for Mathematics. Grade level Impact Teams will meet to analyze iReady data; looking closely at levels 1-4 to identify trends across the grade and determine implications for instruction. Focus-How will teachers use class data in lessons and small group planning?
10/01/2022	11/30/2022	Staff will implement the action plan developed by the Impact Team. Administration will informally visit classrooms and begin to provide feedback and align professional development to support staff. Instructional team will assist in developing a professional development plan to support staff. Grade level teams will engage in discussion around Impact Team work during common planning to create mathematical tasks. Focus- How can discussions, common planning and impact teams around math tasks support student growth?
12/01/2022	01/31/2023	Staff will continue to apply new learning based on professional development with NTN and review data from impact teams and grade level common planning throughout the 2022-2023 school year to develop culturally responsive pedagogy for diverse learning styles. Focus- How can teachers implement what they've learned from professional development to make shifts in their practice to support students' needs?

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Staff and Administration will meet in impact teams to analyze Middle of Year IREADY data for the grade/class. Staff and administration will identify trends by grade to develop next steps. Focus- How will you use the most recent class data to plan for class and small group instruction?
04/01/2023	05/31/2023	Staff will continue to adjust instruction based on their learning from professional development with NTN, data from impact teams, and grade level common planning throughout the 2022-2023 school year to develop culturally responsive pedagogy for diverse learning styles. Focus- How can teachers implement what they've learned from professional development to make shifts in their practice to support students' needs?
06/01/2023	06/30/2023	Teachers will meet in impact teams to analyze the End of Year iReady for the grade/class. Focus- What are the trends from BOY, MOY, EOY data? What are the glows/grows for each grade/class? How will this data impact curricula for the 2023-2024 school year?

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/30/2023	TEAM Parent Visits to watch mini-lessons in ELA and Math if vaccinated. Family Fun Nights, ENL Parent Workshops. MSK/ MBK student led unions with parent support. We will engage parents by hosting virtual nights if they cannot attend in person. Tapping into parents' interests via surveys, SLT meetings as well as hosting classroom contests. Lit Coached will host virtual info sessions on simple decoding strategies with their child. All who attend will be given a raffle ticket to win a prize for participating.	NYCID
02/01/2023	06/30/2023	TEAM Parent Visits to watch mini-lessons in ELA and Math. Family Fun Nights, ENL Parent Workshops. MSK/ MBK student led unions with parent support	NYCID

Human Resources	All school staff
Instructional Resources	Envisions, F&P Classroom, Sanford Harmony
Schedule Adjustments	For day activities, schedules may have to be adjusted/ Family Fun night will happen after school.
Other Resources Needed	n/a

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Overall School Attendance	2021-2022 School Year - Insight Attendance Platform	COVID, Parent Involvement, Transportation, Parents work nights - difficult to get students to school in morning.
Social Emotional Well Being of Students	2021-2022 DESSA Screening Tool Results	COVID, Home Life, Social Media, Student experiences
Parent Involvement	Pre-Covid-19 Family Engagement Sign In Sheets	COVID, Vaccination Status, Families Needing to Work, Social Emotional Well being of Families

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	84.2%	By June 2023, the overall school yearly attendance rate will increase from 84.2% to 90%, as measured by weekly and monthly ATS reports.
Physical & Mental Wellness	89%	By June, 2023, the way teachers view their students Social-Emotional well being will improve 6%, from 89% to 95%, as measured by the DESSA Screening Tool results, resulting in improved Physical & Mental Wellness.
Collaborative & Trusting Relationships	90%	By June 2023, the number of families that feel our school creates opportunities for them to be involved in school activities and in their child's learning will increase from 90% to 93%, as measured by school surveys, the school quality survey, and event sign in sheets.

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)
		6/2023			
ATS	Attendance	84.2%	86%	88%	90%
DESSA Screening Tool	Social Emotional Well Being of Students in grades K-5	89%	89%	92%	95%
NYC School Quality Survey	Parent Participation	90%	91%	92%	93%

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	09/30/2022	To address our area of need related to Student Attendance, an initial planning meeting will be held to outline attendance captains for each grade and to discuss expectations and roles each member will have. Bi-Weekly attendance meetings will be booked and put on the calendar, and shared with the team. Individual classroom attendance plans will be developed by teachers and shared with families. To address our area of concern related to the social emotional well being of students, a behavioral team will be developed and a schedule of bi-weekly meetings will be given to the members. The behavioral team will meet to discuss roles and expectations. Teachers will complete the DESSA Screening tool for their students. The data will be reviewed by the behavioral team and support will be provided by guidance counselor, social workers, NYCID staff, and buddies/mentors. Teachers will engage in professional development for the Harmony SEL program to implement social emotional practices during Harmony periods. To address our area of concern related to Parent Engagement, the parent workshop schedule will be developed and put on the calendar, as well as opportunities for parent engagement throughout the year.
10/01/2022	10/21/2022	To address our area of need related to Student Attendance, bi-weekly attendance meetings will continue. Attendance team captains will meet with their grades weekly to address concerns and schedule home visits if necessary. Data from Insight will be used weekly to stay on top of chronically absent students. To address our area of concern related to the social emotional well being of students, teachers will engage students in Harmony lessons with the support of another assigned teacher. Letters will be backpacked and emailed alerting families to current attendance rates for their child. Themed days and fun activities will be planned on days that occur after long weekends or days off to increase attendance. To address our area of concern related to Parent Engagement, event calendars will be shared with families. Parent surveys will be sent to families to give them a voice in what they would like workshops and events in.
10/24/2022	01/23/2023	To address our area of need related to Student Attendance, weekly attendance celebrations will be shared on the morning announcements with all students to showcase classes with 100% attendance, and improvement in attendance as recognized by ATS reports. Students will be given monthly attendance awards for 100% attendance, and improved attendance during monthly Student of the Month Assemblies. Bi-weekly attendance meetings with the attendance team will continue to discuss individual students/and or classes that appear to be struggling with attendance. Home visits will be conducted by NYCID and assistance will be offered if the family needs. Attendance teacher will also be contacted if additional assistance is needed with home visits. To address our area of concern related to the social emotional well being of students, harmony lessons will continue daily. Buddy/Mentor check-ins will occur 1 or 2 times a day. Bi-weekly behavioral team meetings will continue. To address our area of concern related to Parent Engagement, workshops for families, as well as opportunities for parent engagement will be conducted by the parent coordinator, guidance counselors, and/or social worker. Virtual and In-person opportunities will be offered.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/24/2023	06/27/2023	To address our area of need related to Student Attendance, weekly attendance celebrations will be shared on the morning announcements with all students to showcase classes with 100% attendance, and improvement in attendance as recognized by ATS reports. Students will be given monthly attendance awards for 100% attendance, and improved attendance during monthly Student of the Month Assemblies. Monthly attendance meetings with the attendance team will be held to meet and discuss individual students/and or classes that appear to be struggling with attendance. Home visits will be conducted by NYCID and assistance will be offered if the family needs. Attendance teacher will also be contacted if additional assistance is needed with home visits. To address our area of concern related to the social emotional well being of students, teachers will continue harmony lessons daily. Support will be given to students that require it. The behavioral team will continue to meet bi-weekly and bring up any concerns. Buddies/mentors will check-in and check-out with their students daily. Teachers will complete an end of year DESSA screening for all students. To address our area of concern related to Parent Engagement, Workshops for families, as well as opportunities for parent engagement will be conducted by the parent coordinator, guidance counselors, and/or social worker.
06/01/2023	06/14/2023	To address our area of concern related to Parent Engagement, sign in sheets for parent workshops, as well as parent engagement visits will be reviewed to see parent attendance rates. The NYC School Quality Survey results will be reviewed to gauge how parents felt about being able to engage with their child in school. Next steps will be developed for the 2023-2024 school year.
06/15/2023	06/26/2023	To address our area of need related to Student Attendance, attendance team will meet to reflect on the overall yearly attendance percentage. They will discuss the current plan in place for the following year and make adjustments as needed. Next steps will be developed for the 2023-2024 school year. Insight data will be looked at.
		To address our area of concern related to the social emotional well being of students, the behavioral team will look at the end of year DESSA data and make a plan for next year on how to further support the social emotional needs of students.

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)
09/07/2022	06/26/2023	Parent incentives, such as supermarket gift cards and family raffles will be done for families with improved monthly attendance. Students will engage in special events for improved attendance.	Attendance Team, NYCID
09/07/2022	06/26/2023	Monthly family workshops will be conducted with the Parent Coordinator and teachers. They will review unit topics and go over strategies and supports parents can use at home to further help their child's academic success. NYCID will support families with attendance issues.	Parent coordinator, NYCID
09/07/2022	06/26/2023	Teachers will provide parents with monthly newsletters outlining what students will be learning each month and include resources they can use to help support their child at home.	Classroom teachers

Human Resources	Attendance Team, NYCID, Parent Coordinator, Classroom Teachers, Attendance Teacher, Social Worker, Guidance Counselors
Instructional Resources	Sanford Harmony/ RULER training
Schedule Adjustments	As needed
Other Resources Needed	Money for gift cards/prizes for raffles, Certificates for Attendance

AREA OF CONCENTRATION ENGLISH LANGUAGE PROFICIENCY

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)
20% of the 2nd and 3rd grade language learners scored low on the writing modality.	NYSESLAT 2021	- Increased time on technological devices decreased use of pencil and paper -Students struggle to structure thoughts and ideas in writing. -Students struggle to develop a written text about literary and informational texts and topics.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R4)	Fountas and Pinnell Benchmark Assessments Mastery Checks Unit Post Assessments NYC Performance Task (BOY, MOY, EOY) IReady-Diagnostic/Teacher Assigned Lessons/My Path MAP Acadiance for K-2 NYSESLAT ELL/MLL Periodic Assessment	-Students are unable to determine the meaning of content and academic specific words in a text. -Struggle to find/use context clues in the surrounding text. -Unable to recognize word parts (suffixes, prefixes, roots) and how they can change the meaning of the word.

English Language Proficiency 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
Hispanic	45.2	By July, 2023, English Language Proficiency for Hispanic will Increase 5%, from 45.2 to 50.2, as measured by NYSESLAT and ELL/MLL Micro Assessments.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2021			
NYSESLAT Exam and ELL/MLL Periodic Assessments	Growth in current ELL students' proficiency level as measured by the 2021 NYSESLAT Score by increase of 5 percentage points	NYSESLAT 2021	46.2% (1 point increase)	48.2% (2 point increase)	50.2% (2 point increase)

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	10/14/2022	ENL Teachers and ENL Classroom Teachers conduct a data analysis of the 2022 NYSESLAT exam's four modalities to identify trends for embedded instruction. Curriculum maps are updated to ensure multiple entry points to standards based lessons and opportunities for rich student discussion.
10/17/2022	11/18/2022	Teachers assign students to individualized learning paths through the iReady digital platform for ELA and Math. Entering and Emerging students are assigned to the Imagine Learning program. Literacy stations will be implemented to meet the students' specific writing needs. Data is collected and analyzed at a monthly grade Impact Team meeting, and learning paths are adjusted according to the data. Language Learners in grades 3rd through 5th will be administered the beginning of year ELL/MLL • Beginning-of-Year: Baseline Administration 1/Micro Assessment
11/21/2022	12/23/2022	ENL teachers and the testing coordinator will analyze the data trends from the BOY baseline achievement test and compare them against the data collected from the 2022 NYSESLAT to identify growth and/or descent and set new academic goals for the students.
01/03/2023	02/03/2023	Virtual Parent Meetings are arranged by the ENL department and ENL teachers ensuring parent partnership in supporting their child/ren. Title III After-school program is implemented measuring, targeting and supporting the four modalities using summative and formative data. Data is collected, shared with classroom teachers, and analyzed at a monthly grade Impact Team meeting.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. 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?)
02/06/2023	03/17/2023	ENL teachers will analyze the results of the Spring Benchmark: Baseline Administration 2: Micro Assessment to evaluate student performance in the three modalities, and to plan for next steps in testing as a genre unit to prepare for the state NYSESLAT, ELA, and Math exams. Data is collected and analyzed at a monthly grade Impact Team meeting and is used to adjust pacing calendars and supports for instruction
03/20/2023	04/21/2023	Title III After-school Programs and AIS groups are adjusted in response to the formative and summative data. Teachers continue to implement Tier 2 AIS small group work to provide intensive support as needed.
04/24/2023	06/27/2023	EOY NYSESLAT Exam administration. Data is collected and analyzed to determine the impact of instructional decisions and to analyze next steps for continued gains in students' English Language Proficiency.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/13/2023	Virtual Parent Meetings are arranged by the ENL department and ENL teachers ensuring parent partnership in supporting their child. Title III After-school program is implemented measuring, targeting and supporting the four modalities using summative and formative data.	NYCID
01/16/2023	06/27/2023	Virtual parent meetings to discuss Read Aloud and strategies to use at home. Online Tutorials for strengthening reading strategies at home. Make and take parent workshops for literacy games. Additional support and tools will be reviewed with the families to continue to support at home development and preparation for the NYSESLAT in April/May.	NYCID

Human Resources	All Staff
Instructional Resources	F&P classroom materials, math games, various read aloud books
Schedule Adjustments	As needed
Other Resources Needed	n/a

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
High level priority and need to have the PLOP accurately reflect the strengths and needs of the student.	Trends (IEP Review and Quality IEP Indicator Checklist) noted a thoroughly written PLOP. There is a need for improvement between how the student is currently performing and how their disability impacts their access to GE curriculum, which has been inconsistent.	When crafting the PLOP and Annual Goals of an IEP, Special Education teachers note the student's current progress and next steps to achieve growth. Attributes pertaining to the student's disability classification are mentioned sporadically, not explicitly or consistently.

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
Students with Disabilities (SWD)	46	By June, 2023, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve we will improve upon the alignment of the identified student disability and its impact on student performance throughout the PLOP and Annual Goals by Increase 10, from 46% to 56%, as measured by District IEP Review Process and the NYC DOE IEP Quality Indicator Checklist.

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)
		46			
Quality Indicator Checklist	Impact of Student Disability is clearly presented throughout the PLOP	IEP Reviews show clear and connected evidence in the description of the impact of students' disability on learning	46	50	56

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?)
09/06/2022	06/15/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The PS 16 RTI Tiered procedure implements the varied level of tiered support, based on progress monitoring of student data within the identified area. After implementing a variety of student-specific interventions, as well as the Tier 1 and Tier 2 support services, students are reviewed at the Pupil Placement Team meeting to discuss the students' progress to make an appropriate determination for a special education evaluation. Compare ATS rosters, USPE Report and SESIS/Program Recommendations.
09/06/2022	06/23/2023	Develop appropriately rigorous standards-aligned annual goals	Teachers continue to design student specific annual goals for ELA and Math, with the intent of closing the achievement gap. The development of these annual goals, capitalize on the high-leverage standards, to support the student in performing on grade level. IEPs completed by teachers/providers/School Assessment Teams.
09/01/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special Education Department meetings are offered for the Special Education teachers to attend Professional Development and collaborate with their colleagues on implementing best practices in designing quality individualized "impact of disability" statements. Review IEPs for these indicators. Provide feedback to teachers upon IEP reviews.
09/06/2022	06/23/2023	Ensure that programs and services mandated on each student's IEP are delivered	Weekly Monitoring of SESIS Recommended Services Report along with the Weekly Special Education Mandate Report to ensure mandated services are programmed and implemented. The SIT Team meets weekly to review any new admits and ensure they are appropriately matched to the least restrictive services. Ongoing program reviews compared to classroom/service delivered to students.
09/06/2022	06/23/2023	Ensure and adjust that programs and services mandated on each student's IEP are delivered	Continue to implement the PS 16 RTI Tiered procedure to implement the varied level of tiered support, based on progress monitoring of student data within the identified area. After implementing a variety of student-specific interventions, as well as the Tier 1 and Tier 2 support services, students are reviewed at the PPT meeting to discuss the students' progress to make an appropriate determination for a special education evaluation.
09/06/2022	06/23/2023	Conduct IEP meetings within specified compliance dates	Special Education Supervisor and IEP Teacher maintain a Annual Review list, with a school specific timeline for completion of the process. SAT IEP caseloads are reviewed weekly at the SIT/PPT meeting to ensure the scheduling and completion of the case is within the compliance dates. IEPs will be reviewed based upon SESIS reports to ensure compliance.
09/06/2022	06/23/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Continue to implement the PS 16 RTI Tiered procedure to implement the varied level of tiered support, based on progress monitoring of student data within the identified area. PPT meetings are held weekly to discuss the students' progress to make an appropriate determination for a special education evaluation. Principal-Parent Agreement protocol is in place to provide additional research based intervention, Tier 3, before determining if an evaluation is warranted.

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)
09/06/2022	01/23/2023	Parent Workshops on the following topics; IEP process, parent rights, 504 accommodations, most restrictive to least restrictive environments, what intervention services located in the community, scaffolding and supporting your child with their work at home, etc.	n/a
01/24/2023	06/26/2023	Continue parent Workshops on the following topics; IEP process, parent rights, 504 accommodations, most restrictive to least restrictive environments, what intervention services located in the community, scaffolding and supporting your child with their work at home, etc.	n/a

Human Resources	All staff including School Based Support Team
Instructional Resources	SEGIS, ATS USPE Report, Infohub, SBST Assessments/Testing, Teacher/Provider Observations, PPT Forms and Referrals
Schedule Adjustments	Meetings are scheduled on a flexible basis to ensure all key stakeholders and members are available to participate.
Other Resources Needed	N/A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Small Group AIS (Tier 2)	Performing below grade level	Remediation for Math	Small Group	During school	No
AIS Reading and Language Development (Tier 2)	Students in need of reading/ language support in Phonemic Awareness	Remediation for Reading and Language Development with Heggerty	Small Group	During school	No
AIS Reading (focus on PS 16 priority reading standards) (Tier 2)	Approaching or on grade level	Enrichment with focus on reading priority standards	Small group	During school	No
Individual AIS (Tier 3)	Performing below grade level	Remediation for ELA using Sound Sensible	One-to-one	During school	No
AIS Reading/ Math Gr K-5 (Tier 2)	Performing on or below grade level	i-Ready Remediation/Enrichment for ELA with Individual Learning Path	One-to-one, online	Before, during, and after school	Yes
AIS Reading Gr 3-5 (Tier 2)	Performing below grade level in area of Phonics	Phonics for Reading	Small Group	During school	No
AIS Reading Gr 1-5 (Tier 2)	Performing below grade level in Phonics, High Frequency Words, Vocabulary and Comprehension	SPIRE	Small Group	During school	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Harmony (Tier 1)	All students participate	SEL	Whole class	During school	No
SAPIS (Substance Abuse Prevention and Intervention Specialists) (Tier 1)	All students participate	Substance Abuse Prevention	Whole class	During school	No
Boys' and Girls' Club (Tier 2)	4th and 5th Graders in need of Social/Emotional support	SEL	Small Group	During school	No
Peer Mediation (Tier 3)	Students experiencing conflict in school	SEL	Peer support	During school	No
Classroom Push-in from Guidance Counselor or Social Worker (Tier 1)	As requested by teacher	SEL	Whole class	During school	No
Counseling for Students in Temporary Housing (Tier 3)	Students in Temporary Housing (STH)	Assistance in coping with trauma and/or transition	One-to-one	During school	No
My Brother's Keeper (Tier 2)	At-risk boys of color	Mentor/Leadership	Small group	During school	No
PBIS Program (Tier 1)	All students participate	Positive reinforcement	Whole Class	During school	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>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.</p>	<p>50</p>
<p>Describe the services you are planning to provide to the STH population.</p>	<p>During the 2022-2023 school year, the BTG social worker will outreach to each STH family to assess their needs and begin to build a working relationship. Families will have an opportunity to attend a workshop/presentation that will inform the parents/guardians of what services are available to them through the McKinney Vento Act. Medical, school supplies, food pantries, clothing, transportation, housing, improving school attendance, supporting academic achievement, mental health and community referrals are some of the areas that families will receive support. Individual and/or group counseling will be provided to STH students with a specific focus on issues affecting students in crisis. Students will have an opportunity to learn skills to address his or her social emotional needs. In addition, when applicable the BTG social worker will push-in to a classroom in order to support students with SEL. The social worker will provide case management, including monitoring student progress and making referrals to additional supports available in the school and the community. The social worker will act as a liaison between schools and agencies such as shelters, social services, court services and other institutional partners to coordinate assistance for the families. Additionally, visits to shelters and living areas will be made to further understand the home environment.</p>

Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Public School 16 will leverage Expanded Learning Time Support (ELT) in two proposed settings, for after-school and Saturdays to encompass more students and improve upon student achievement data. The students who would benefit from additional support in learning the English language, English Language Arts or Math are offered the opportunity to participate in extended learning time in a variety of settings and days. After school and weekend programs will continue to be offered to support and enrich our student population. As a community school, one strategy employed is to integrate into academic instruction through various services. Select students will be given Extra Learning Time classes with additional help from New York Center for Interpersonal Development, our CBO, and Mental Health Counselors. Students will be offered the opportunity to participate in extra curricular activities such as: Homework Help, Art and Anime, Media, Game Room, Soccer, Dance, READ Alliance, Grant Partner SunDog Story-Telling and Book Making, and CHAMPS Basketball, facilitated by CBO specialist or PS 16 licensed staff.</p>
<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>All pedagogues working within Public School 16 are required by New York State and New York City to work under the appropriate license. This includes holding specialized credentials to work with students with disabilities, multi-lingual learners as well as counseling. All of our ELT staff are Highly Qualified as defined by New York State and New York City and are assigned to work under the appropriate license. Teachers are programmed and assigned to students based on their license and content area of expertise. ELT instruction is aligned to the Next Generation Learning Standards and an extension of what students are required to learn for their grade level or above as defined by the Next Generation Learning Standards. New York Center for Interpersonal Development, our CBO, meets weekly with the school administration at Public School 16 to review the ELT curriculum being offered to students in the afternoon. NYCID will hire day school teachers or licensed professionals to participate in ELT instruction to ensure ELT is being provided by a NYS Certified Teacher.</p>

<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Public School 16 Staff and New York Center for Interpersonal Development (NYCID) ELT staff includes School Administration, who facilitate and conduct class room visits and support curriculum mapping and lesson planning. Incorporating day school teachers and staff ensure alignment of ELT instructions for a seamless expectation of content, standards and rigor. ELT instruction is aligned with our core academic areas for ELA, Math, Science and Social Studies subjects. Teachers use the units that are aligned to the Next Generation Learning Standards and incorporated during the school day to expand on learning in the extra curricular activities and programs. There are opportunities for small group instruction, technology and additional assistance with the core academic areas.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

<p align="center">Parent and Family Engagement Policy</p>
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community], PS 16, 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. PS 16 has an active School Leadership Team which shares the academic goals of our school with parents and guardians. Parent input impacts on out choices in curriculum.</p>

<p align="center">Support for Parents and Family Members of Title I Students</p>
<p>[PS 16] 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; Parents are invited into the classrooms to participate in math and reading activities and lessons. The ELA and Math progressions are shared with parents. • 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; PS 16 provides technical support for students and parents during remote learning. This support will be ongoing as technology will continue to be an important element in our learning community. All support is provided in multiple languages.</p>

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. Activities planned by the School Leadership Team, Title I committee, include: Respect For All celebration highlighting performing and visual arts. Basketball games after school with families in the audience. Halloween Dance/Party Valentine's Day Dance/Party Winter and Spring Holiday Fairs Classroom Math and Writing Celebrations Family Math Games Student of the Month Assemblies - Story Telling Night Cookie Decorating Arts and Crafts Night Multicultural Celebrations Family Cooking and Nutritional Workshops Celebration of the Arts Evening In 2021-2022 PS 16 will engage parents/guardians in all all of the above activities. We are planning Cultural celebrations throughout the year. Parents will be invited to help select culturally appropriate books for classroom libraries. Parents will join in classroom reading celebrations and read alouds.

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; During Parent Teacher Conferences parent/guardians have been invited to our book sale.
- 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; In 2022-2023, PS 16 will host cultural events to celebrate the diverse heritages of our students and their families.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers; We have invited PTA members to "bring a buddy" to increase participation.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; PS 16 provides detailed progress reports in addition to report cards. The progress reports clearly state the grows and glows of the student in academic and social/emotional growth. Parents are routinely updated via telephone, email or in person.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; PS 16 provides a monthly grade level newsletter to parents, published in Spanish and English. In addition, PS 16 has a school website.
- 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. PS 16 has provided students with home to school folders to help facilitate communication.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 16, 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; Paper and email information from PS 16 is routinely provided in Spanish and English.
- 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; Title 1 programs are reviewed and decisions are shared by the committee at the SLT meetings.
- 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; PS 16 provides curriculum information to parents monthly by grade level. This is distributed through our Monthly Parent Newsletter, written in Spanish and English.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Parents have access to teacher emails and the school phone number. In addition, most classes have other "text" types of communication such as Class Dojo. PS 16 provides translation for all parent meetings, including parent/teacher visits, IEP meetings and phone calls.

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs; Parents are welcomed in September with an overview of the school and its policies. Individual grades review the books and curriculum with parents at curriculum conferences. In addition, parents are invited to join class activities and support academic growth through reading and playing math games with the classes. In addition, parents and families are invited to Title 1 activities such as cooking classes; cookie decorating; family movie night; and story telling night.

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:	31
Borough:	Richmond
School Number:	016

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	Michele Ramos
Assistant Principal	Kimberly Worsdale
Reading Intervention Specialist	Sue Stevenson
Coach	Christine Maresma
Dual Language /Bilingual Teacher	Mayda Umana
School Counselor	Jennifer Colon
English as a New Language (ENL)/TESOL	Hanan Fahmy
TESOL/Common Branch	Lara Scaringella
TESOL/Common Branch	Alexandra Scribani
Parent	Yorleins Perez
Parent Coordinator	Rita Diaz

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	2
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	3
Number of ESOL certified teachers with a bilingual extension:	6

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	6
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	395
Total number of current ELLs at your school:	124
Total percentage (%) of current ELLs at your school:	33.3
Total number of former ELLs at your school:	5
Total percentage (%) of former ELLs at your school:	1.3

PART II: BILINGUAL PROGRAMS

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

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

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

■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	DL General Education	Spanish	2004/2005	1	1	1	1	1	1	0	0	0	0	0	0	0	6
DL	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				total: 1	total: 1	total: 1	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Stand-alone ENL service is delivered by a certified ENL teacher through the pull-out model. A student may not receive stand-alone ENL in lieu of core content area instruction and the service is intended to build upon and expand their English Language Proficiency. For students scoring a proficiency level of Entering (Beginning) or Emerging (Low Intermediate) CR Part 154 mandates that these students receive 360 minutes of language instruction per week, with 180 minutes being provided in the Stand-alone classroom as a pull-out service. Entering and Emerging students, who qualify for the 360 total minutes of service, meet with their ENL teacher for direct, explicit language instruction for the mandated allotted time of 180 minutes per week. Students receiving Stand-alone services are also programmed for the Integrated classroom for the remainder of the 180 minutes totaling 360 minutes per week. ENL teachers plan with the classroom teachers to ensure that stand alone services are grade standard based and that the students are learning the same skills that their non ELL peers are learning but with extra scaffolds and modifications. During the standalone time the students get immersed in activities that target all four language modalities, reading, writing, listening and speaking. They also get to communicate with peers who speak their home languages and learn more about different cultures and traditions. ENL teachers ensure that all the activities are culturally responsive and that each student feels represented and counted for.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated instruction is delivered in an Integrated Co-Teaching model, in which a licensed ENL Teacher pushes into the classroom to co-teach the students and support English Language Proficiency. The teachers' co-plan for the class and provide the instruction to the students in either the Parallel or Alternate Co-Teaching Model to maximize differentiation and small group instruction. Entering (Beginning) and Emerging (Low Intermediate) students receive 180 minutes of Stand-alone and 180 minutes of integrated ENL a week. In contrast, Transitioning (Intermediate) and Expanding (Advanced) students receive 180 integrated/ Push-In minutes within English Language Arts core content. Finally commanding students receive 90 minutes of small group instruction integrated weekly for up to 2 years after testing out. ENL students are grouped heterogeneously with mixed levels of English proficiency in general education and special education classes. Integrated ENL instruction is provided according to the English Language Learners mandated amount of weekly minutes, by an ENL push-in and the classroom teacher in an ICT team teaching model. The integration builds English language skills through content area instruction. Instruction is delivered by a dual-certified ENL teacher and content area licensed teacher or co-taught by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). At P.S 16 we currently have two ENL push-ins teachers for the integrated minutes. One teacher is certified in TESOL and the other is certified for both TESOL and Common Branch. We also have 2 self contained ENL teachers who provide instruction for both content and ENL for ELL students in their classroom. Both methods of integrated ENL instruction include content area subjects and English language development using ENL strategies. ENL strategies include but are not limited to visuals, vocabulary (within all content areas), sentence stems for writing, language stems for peer to peer discussions during whole group and small group, partner work with a peer who is proficient in the same native language. Within the heterogeneous classroom students are grouped homogeneously within small groups by proficiency level and receive the mandated amount of minutes depending on their level of proficiency. ENL Push-In Services are provided by an ENL certified teacher. Instruction is provided in English using ENL methodologies, scaffolding techniques and differentiated instruction.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>i. TBE Program is not applicable ii. Dual Language (DL) Program ENL services in the Dual Language classrooms are implemented by licensed bilingual teachers. Students in the Dual Language Program are mixed and placed heterogeneously. During small group instruction students are then grouped homogeneously according to their English Proficiency levels and areas of academic need. Instruction is designed to include both languages equally daily. Instruction is delivered in a 50/50 model with emergent literacy taught simultaneously; half the day is provided in English and the other half in Spanish. During Week A, students learn ELA and Social Studies in English and Math and Science in Spanish, then during Week B, students learn Math and Science in English and ELA and Social Studies in Spanish. The students receive explicit ENL & SSL instruction on a daily basis guided by a curriculum map. Native Language Arts and English Language instruction will be integrated into the content areas through the use of visuals and technology.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The following is a comprehensive breakdown of our instructional models along with an explanation on how we monitor and ensure the mandated number of instructional minutes (as per CR Part 154) is met. Freestanding ENL: PS 16 employs a faculty of 4 teachers currently working under their TESOL licenses. We have two self-contained ENL classrooms (1st Grade self sustained class, 4th Grade ICT class). In grades Kindergarten, 2nd, 3rd, and 5th we have a push-in/pull-out model of ENL instruction. When necessary students who are unable to be placed in the ENL designated classes on the grade level, such as a self-contained special education student in both 1st or 4th grades or an ICT student in 1st grade, students are programmed to receive ENL services as per their IEP via small group "pull out". Students are grouped homogeneously into designated ENL classes on each grade where ENL service providers work collaboratively with classroom teachers to meet the needs of these ELLs. Grouping the students homogeneously allows for the most effective use of time for the instruction provided to the ENL students. Moreover, ELLs who are also identified as students with disabilities are being grouped according to their IEP recommendations within the appropriate grade bands. For the 2022-23 school year, classrooms will be set up so that ENL teachers will be able to primarily use the integration model, and the Stand-alone model when necessary to instruct ELL students. During these integration periods, providers will implement methodologies which prove to be especially effective when educating English Language Learners, such as scaffolding, picture supports, front-loading vocabulary, etc. By integrating, ENL providers and classroom teachers are able to collaboratively give students content area and language based instruction, thus further developing academic language acquisition. ENL teachers spend about half of the time integrating during ELA instruction and the other half in math or content areas. This provides language acquisition support in all disciplines. On occasion, we are not always able to place students in the ENL designated class. This can be due to class size regulations and other programming needs (i.e. ICT, self-contained special education). Therefore, students may be serviced through a pull-out model of instruction, in an Integrated classroom. In this event students are pulled-out in groups based upon their grade level, language proficiency, and IEP mandates. This small group instruction ensures that the teachers are able to hone in on each student's individual strengths and needs. In both models of instruction, teachers present the same task using multiple entry points to scaffold their progress allowing all students to approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This may include graphic organizers, educational websites, books and materials gathered by the teachers. ENL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. All teachers will focus their instruction based on the Next Generation Standards, ELL Targets of Measurement and the goal of advancing the ENL students and their English Language proficiency. Professional development is received by all classroom and out of classroom personnel to help push the children towards college and career readiness. Students who reach commanding as measured by the NYSESLAT will continue to receive 90 minutes of ENL services a week for two years. Dual Language Program- The Dual Language program is available for students from Kindergarten through Fifth grade. The Dual Language program at Public School 16 consists of 50% of English Proficient students and 50% Spanish Proficient students. There is instructional equity in both languages throughout all areas of the curriculum. Bilingual certified teachers ensure all Limited English Proficient students receive their mandated instruction in English through support and utilization of ENL strategies and techniques to meet their language needs. All Dual Language classes use a self-contained 50:50 weekly model in which they alternate literacy and content in both languages. Students who reach proficiency as measured by the NYSESLAT will continue to receive ENL services within their dual language teacher for two years. All of our language program models actively engage and empower the true potential of our ELL students. This is achieved through a variety of instructional approaches which are present in all of the different program models. All program models focus on infusing language objectives with content objectives. In order to develop academic language, we focus on moving the transfer of spoken language to written language using student-led discussions in all content areas as a vehicle for supporting communication and supporting the process with opportunities for support or empowerment through instructional technology. Scaffolding instructional objectives during small group instruction, providing multiple entry points that target individual needs during the completion of differentiated tasks, as well as fostering the depth of academic language during student-led discussions is evident within all our programs. Students lead discussions that center around student self and peer assessment support, student articulation and language proficiency across all content areas. Classroom teachers use the workshop model and small group differentiation to deliver instruction in all content areas in the To-With-BY model. This encompasses the mini lesson, student to student discussion, independent/ small group instruction/independent work, writing and the share out. Language objectives are embedded into the content of each integrated lesson and supported by the ENL teacher through whole and small group instruction . Small group instruction breaks out after the mini- lesson. Our small group instruction is monitored by routine formative assessments and checklists which utilizes data to monitor student progress and drive instructional goals for the students. We created checklists for writing and speaking using the Targets of Measurement (TOMS), in order to monitor growth in each dimension. Small group instruction then focuses on the individual needs of the students, who share similar language needs and are grouped homogeneously. The students are exposed to English as a new language through a focus on embedded language objectives which are actively utilized throughout the progression of the lesson. Entering and Emerging students use repetition, echoing, and picture supports while learning objectives scaffold to help reach their goals. Transitioning and Expanding students share opportunities for leadership roles and acquire language through active peer to peer discussion, and language objectives built into the content objectives. Language is further supported through guided reading and strategy groups that support and scaffold instruction and language for our learners. ENLs actively absorb and utilize new vocabulary by using the shades of meaning that build background knowledge and new vocabulary through interactive discussions and front loading, and categories. Vocabulary is also synthesized using some kinesthetic strategies like realia, visualization, total physical response (TPR) and synthesizing sensational words and sentences. Vocabulary is embedded into all content and actively learned during whole and small group instruction and applied through student-led and peer-to-peer discussions daily. Using technology support programs like , Flocabulary, iReady, Imagine Learning and Time for Kids (TFK), which help boost language and vocabulary in all content areas. Using technology helps motivate students, allows opportunities for student empowerment and makes content comprehensible to all. Oral language is developed further through interactive discussions and language framing supports which work cohesively with the pacing of our curriculum maps. This focus is expanded during small group instruction where students use technology to interact with sites that foster the depth of understanding and enrich content. To ensure that the two languages are covered equally, during Dual Language instruction, an alternating week 50:50 model is being implemented. The students will receive explicit ENL & SSL instruction on a daily basis guided by a curriculum map and pacing calendar, which is mimicked vertically K-5. Native language arts and English language instruction will be integrated into the content areas through the use of visuals and technology. Both Dual Language and ENL programs are accomplished by using appropriate text selections, picture, videos, SMART Boards, listening centers, cameras, iPads, computers and manipulatives, to foster ENL growth and progress.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>The Dual Language program model is self-contained for grades Pre-K through 3 and grades 4 and 5 are departmentalized with teachers switching twice per day for ELA/Social Studies and Math/Science. ENL services in the Dual Language classrooms are implemented by licensed bilingual teachers. Students in the Dual Language Program are mixed and placed heterogeneously in a self-contained model. During small group instruction students are grouped homogeneously according to their English Proficiency levels and areas of academic need. Instruction is delivered in a 50/50 model with emergent literacy taught simultaneously; half the day is provided in English and the other half in Spanish. English proficient students and ELLs are integrated 100% of the instructional day. The students receive explicit ENL & SSL instruction on a daily basis guided by a curriculum map.</p>
<p>In which language(s) is each core content area taught?</p>	<p>Instruction is designed to include both languages equally daily. Instruction is delivered in a 50/50 model with emergent literacy taught simultaneously; half the day is provided in English and the other half in Spanish. During Week A, students learn ELA and Social Studies in English and Math and Science in Spanish, then during week B, students learn Math and Science in English and ELA and Social Studies in Spanish.</p>
<p>How is instruction designed to include both languages?</p>	<p>Dual Language classroom instruction is delivered to Dual Language students in both languages following the 50/50 model, utilizing a variety of digital methods, such as video, audio and some helpful programs. Further, small group instruction using interactive digital forums, such as Google Classroom, Pear Deck, NearPod and Padlet, which support hands-on learning opportunities with students participating in real time.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>In the Dual Language program, both languages taught at the same time to build the connection and fluidity of the students' home language and the transfer to the second language, English.</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>We currently have 124 ELL students, which comprises 33.3% of the students population in PS 16. Out of those students, 89 are classified as Newcomers which is equivalent to 71.8% of the total ELL population. The number of students who are classified as Newcomers and SIFE is 2 which is equivalent to 1.6% of the current ELL population. Effective services for Newcomers differ slightly from those provided to Developing or Long-Term ELLs. This begins immediately following the intake/registration process. During the registration/enrollment process, the student completes the Home Language Identification Oral Interview as well as the PS 16 ELL Identification Screener, which measures all 4 modalities in grade level standard expectations. Students engage in the school-created assessment screener, which mimics the Speaking, Listening, Reading and Writing portions of the NYSESLAT exam. This assists our school community in noting strengths and weaknesses with language proficiency as well as measure of their knowledge base for academic language. As part of the information obtained through our Screener, Newcomers are also screened to see if they would benefit from Academic Intervention Services, further bridging the language acquisition of ELL services with the content and academic support, where appropriate. This opportunity for Tiered AIS support and potential intervention services is performed with all Newcomers who show a proficiency in the Spanish Language are also screened through a Home Language Oral Interview in Spanish with a Bilingual staff member. This affords us more information to share and support the parent through the Parent Orientation and their decision for their program option choice. Newcomers identified as potential ELL students are scheduled to take the NYSITELL exam within 2 days of enrollment. Until the NYSITELL is administered and proficiency score is received, students are provided with provisional ENL services, to support them socially, emotionally and linguistically as they adjust to their new school. Once students' proficiency score/level is determined through the NYSITELL, students are programmed based upon their mandated minutes; Stand-alone- provided in pull-out and Integrated is push-in service with a focus on English Language Arts co-teaching model. The schedules for programmed services are immediately shared with the school staff to ensure teachers are aware of varying student needs, additional support staff, as well as to devise a plan for common-planning and coordination of lessons, content and support. Moreover, we introduce the new student to his/ her peers who speak the same home language so they can communicate freely and feel comfortable and welcomed. Students tend to feel comfortable when they meet others who speak their home languages. Furthermore, Staff members who speak the same language as the newcomer get assigned to be their "buddy". P.S. 16 buddies are responsible for keeping in contact with the students and their families to help them adapt and learn everything they need in order to feel comfortable and included in all the activities that take place at school and in the community.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Long term ELLs as those students who have received English Language support for more than 7 or more years without progress, developing language proficiency or testing out as commanding on the NYSESLAT in their new language. The percentage of Long-Term ELL students at PS 16 is 0.0%. Initially students are given a multitude of assessments to distinguish their needs and individualize their instruction. MLS screeners are used to identify gaps in achievement throughout the stages language acquisition and are administered once a year as a baseline for all MLL students The intended process would be to complete a comprehensive screener on the student, inclusive of our identified Academic Screeners. in addition to implementing the MLS Screener to help determine deficiencies and strengths, once the baseline data has been identified, students would work in small groups- 3-4 times a week for 30 minutes or more using the Sound Sensible Intervention or SPIRE programs, according to the student's individual needs. Sound Sensible focuses more on Letter Sound relationships with a focus on decoding. Students would eventually progress from Sound Sensible into the SPIRE program which focuses more on Phonemic awareness. Progress monitoring would occur bi-weekly and further programing and support would be based on data. Additional opportunities on Imagine Learning, and iReady also provide more opportunities for language support. Developing ELLs students are given multiple opportunities to participate in mediation and small group support during and throughout the instructional day and during the literacy and math block. Developing students are also provided Academic Intervention and enrichment services. For developing students, the focus for the teacher is modeling on higher order thinking concepts and questioning in addition to building content-based vocabulary through visual and verbal scaffolds, language strategies, cooperative learning and partner work. Students participate in AIS 4 or 5 years a week during the day and additional support through the Title 3 program. Additional remedial support such as the ENL afterschool program provided enrichment and activities as well. Title III is two days a week for one hour and a half for twenty weeks. The Title III program begins in January and ends approximately during the end of May. In addition to this, if the case should arise where we have long term ELLs, students would also have access to technology and digital resources to help build and develop grade level academic vocabulary and language. Long term students would participate in an integrated co-teaching model where the ENL teacher provides instructional support in the classroom, supporting ELLs with 5 or more years of service in vocabulary development and home language support to scaffold core instruction.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>This year we have 5 students, 1.3% of our language learners, identified as former ELLs. Former ELLs at our school are being served according to CR Part 154 option C, in which our former ELLs are provided with 90 minutes of small group instruction to continue to strengthen their acquisition and application of the English language. ENL teachers along with classroom teachers closely monitor former ELLs performance to ensure that they're making adequate progress in all content areas.</p>

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Of 372 Active students 124 are current ELL Students. Of 124 Active ELL students , 80 students in grades 1-5 took the 2021 NYSESLAT. This test measures the modalities of Reading, Writing, Listening, and Speaking. The results broken down for each grade by modality are below as follows: Grade1- Of 17 students who took the 2021 NYSESLAT in Grade 1, 1 scored High in Reading, 2 scored High in writing and 3 scored High in Speaking. Of 17 students who took the 2021 NYSESLAT in Grade 1, 3 scored Low on Speaking and 1 scored Low on Writing. Grade2- Of 15 students who took the 2021 NYSESLAT in Grade 2, 0 scored High in Writing, and listening. Only 5 scored High in Speaking. Of 15 students who took the 2021 NYSESLAT in Grade 2, 1 scored Low on Speaking, and 3 scored Low on writing. Grade3- Of 14 students who took the 2021 NYSESLAT in Grade 3, 0 scored High in Reading, Listening, and Writing. Only 6 scored High in Writing. Of 14 students who took the NYSESLAT in Grade 4, 1 scored Low on Speaking, 1 Scored Low on Writing, and 1 scored Low on Reading, 3 scored Low on Writing. Grade 4- Of 18 students who took the 2021 NYSESLAT in Grade 4, 3 scored Of 14 students who took the NYSESLAT in Grade 4, 1 scored Low on Speaking, 1 Scored Low on Writing, and 1 scored Low on Reading High in Speaking, 1 scored High in Listening and 1 scored High in Writing. 0 scored High in Reading. Of 18 students who took the NYSESLAT in Grade 4, 1 scored Low on Speaking, 1 Scored Low on Writing, and 1 scored Low on Reading. Grade 5- Of 16 students who took the 2021 NYSESLAT in Grade 5, 9 scored High in Speaking, 2 scored high in listening. 0 students scored high in Reading and Writing. Of 16 students who took the NYSESLAT in Grade 5, 0 scored Low in Reading, Writing, Listening, and Speaking. Of all the modalities tested, the one that shows the most significant strength is the Speaking modality. 25 students scored high in speaking on grades 1-5 and 5 students scored Low. Another modality that shows some strength is listening with a total of 5 students in grades 1-5, scoring high in Listening and 0 scoring Low. Reading and Writing seems to be our weakest and lowest performing modality with a total of only 3 students in grades 1-5 scoring high in Reading and 2 scoring Low. There was only 1 student in grades 1-5 scoring high in writing, but 8 who scored Low.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Based upon the data from our EDAT report , in which we analyzed the 20-21 NYS ELA and Math exams and 20-21 NYSESLAT, out of the 6 language learners who took all three assessments (21 NYSESLAT, 21 NYS ELA/MATH) 3 of these students advanced their ELP from the Expanding to Commanding level due to their performance on the NYS ELA exam by scoring a level 3 or higher. However, 2 of 6 students maintained their ELP NYSESLAT Proficiency levels and scored a level 2 on NYS ELA and level 1 on NYS Math. Additionally, 1 of the 6 students advanced their ELP NYSESLAT Proficiency level by one level, and scored a level 2 on NYS ELA and a level 1 on NYS Math. According to these findings, we are planning to maximize ELLs instructions for next year to include Math and ELA small targeted groups to ensure higher performance in these core content areas. One way is by instructional focus on splitting the integrated minutes between ELA and Math to cover the students' mandated 180 minutes of Push-In/ Integrated. Another way is by closely monitoring ELLs performance in Math and referring them to Math AIS small groups. Our goal for math is to encourage students to use Tier II and III academic mathematical vocabulary words and implement that into our daily vocabulary practices. ENL teachers and classroom teachers will be provided extra planning time for Math as well as ELA to ensure a productive partnership between both parties to leverage up the students' academic performance in ELA and Math equally. Moreover, ENL teachers will be attending all Math professional developments that will be offered to classroom teachers throughout the school year.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>At risk is an indicator used to categorize all other early warning signs for students who will need targeted support. According to our data, Early Warning at risk factors are external factors other than academics. The At risk indicators which affect the fluent progression and achievement of language proficiency of the ELLs at P.S 16 are categorized as SIFE(Students with Interrupted Formal Education), Newcomer ELLs, Potential Long Term ELLs , students in temporary housings scoring at Level 1 or 2 on the NYS ELA assessment, students scoring a Level 1 or 2 on the NYS Math Assessment. Some academic indicators include ELLs that score the same proficiency level on the Spring 2021 NYSESLAT as they did on the Spring 2019 NYSESLAT. These are the At Risk Indicators for ELLs at P.S. 16: 2 students are SIFE, 89 students are Newcomers, 19 students are Potential long term ELLs, 4 students score at level 1-2 in the ELA, 6 students scored at level 1-2 in Math, 25 ELLs and Former ELLs live in Temporary Housing, 26 ELLs scored the same proficiency level on Spring 2021 as Spring 2019 NYSESLAT, and 3 ELLs scored lower proficiency level on Spring 2021. Based on classroom and ENL teachers' observations and data, we found an observable trend with our SIFE students. That trend is "lower retention of foundational skills" which later help them to advance. As a response to that trend, students are placed in small OG groups to learn the foundations of the English language, they also receive AIS services plus extra 30 minutes a day with the ENL teacher in addition to their regular instructional schedules. However, the students' retention rate is very low and that requires a lot of practice and repetition. These students are having difficulty reading and writing on grade level because of their low retention rate. Another observable trend that's affecting the students' performance is Temporary Housing. 25 Students, 19.4%, of our ELLs live in temporary housing. Due to COVID and shelter rules these students had inconsistent attendance throughout the school year. Therefore, these students missed a big portion of instructional time. However, the school was very alert to their situation and was able to provide extra support to those who were affected by this risk factor. Some samples of support that the students received was placing them in focused small groups with their classroom or ENL teachers. They also received one to one support with their ENL teachers when needed. Furthermore, Students in K-2, who score below grade level on benchmark assessments for ELA through Fountas and Pinnell are provided with Academic Intervention Services (AIS). P.S 16 offers two types of academic intervention services to students. One focused on building foundational skills in Kindergarten "At Risk " students, during the school day, while the other focused on building reading comprehension and fluency skills for "At Risk" students in grades 1-5. The Kindergarten AIS program, which receives small group instruction, 3 times a week for 25 minutes a day during the regular school day, significantly increased. The purpose of this intervention used strategies to develop foundational skills, build automaticity of letters, sounds and sight words. The second AIS program focused on guided reading instruction on using oral language and vocabulary to develop comprehension and fluency. Students receive a pretest/placement test to gather summative data. Then, the student is given four to six weeks of small group intervention, which includes guided reading, and small group instruction which includes scaffolds and Orton Gillingham to support phonics. Progress monitoring is done weekly by the teacher who is providing the intervention, to adjust the work dependent on the students' gains and/or stagnation. After the six weeks a posttest is given to evaluate progress and the student's independent reading level will be re-evaluated to measure their growth in reading behaviors and advancement of their reading. The materials that are used in the AIS are S.P.I.R.E and Sound Sensible. These materials are only used for AIS and are different from the ENL classes' materials.</p>

<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Spanish is the largest representation of the home language of ELLs at PS 16. In 2022, there are 105 students with a home language of Spanish at P.S 16, followed by 8 students with a home language of Arabic, 8 students with a home language of Bengali, 2 students with a home language of Albanian and 1 student with a home language of Tamil. The number of students in each grade with a home language other than English are listed below on the table. Home Languages. Spanish. Arabic. Bengali. Albanian. Tamil Kindergarten. 12. 1. 0. 1. 0 Grade1. 19 2 1 0 0 Grade2. 17 1 3 0 0 Grade 3. 20 3 1 1 1 Grade 4 20 0 1 0 0 Grade 5 17 1 2 0 0 Total Spanish =105 Arabic=8 Bengali=8 Albanian=2 Tamil=1 There are several bilingual staff members who support translations in Spanish, Arabic, Albanian, and Bengali. We have an ENL teacher that speaks fluent Arabic helping to build family ties through communication. The school's bilingual Parent Coordinator and ENL Department help welcome, guide and assist newly ELL students and families towards community based services and opportunities throughout the school year. In conjunction with the ENL department and Dual Language Teachers, the school also organizes and facilitates bilingual family events within the school during the school year, throughout the Fall/Winter and Spring. Additional bilingual staff, such as our bilingual Speech Therapist and bilingual Guidance Counselor, also assist with the communication support for our Spanish families. We plan many activities for ELLs from the beginning to the end of the school year in order to help build bridges with home and ensure cultural acclimation. This can be seen through revised curriculum maps, which thoughtfully choose texts for instructional purposes ensuring students' ethnicities and cultural differences are highlighted and celebrated. At P.S 16 we understand the relevance of building home school connections between parents and the school. We encourage parent participation and encourage their feedback. We encourage parental involvement both during the school, inside our classrooms, and after school. These elements are embedded into our curriculum maps. Parent meetings are given an option to attend virtually. Moreover, the meetings are offered in the parents' preferred languages and times. Continuing throughout the 2022-23 school year, ENL teachers, Dual Language teachers, bilingual Parent Coordinator, bilingual Guidance Counselor and the school Librarian will facilitate parent workshops to increase the knowledge of second language acquisition, assistance to their children at home with reading and writing, as well as assistance with the communication with the classroom teacher. Parent workshops are held ongoing throughout the entire school year and translation services are offered at all workshops. Some of the parent workshop topics are as follows, "Making the Middle School Choice", "ELL Parent Orientation", "Pre-K Parent Orientation, "Kindergarten Parent Orientation", "Help Your Child Adjust to Pre-K and Kindergarten" "Safety Workshop", "NYS ELA and Math Exams", "NYSESLAT workshop" where parents get a copy of their rights and get information on how to support their language learners at home, "Homework and Study Habits", "Identifying and Supporting Your Child's Learning Style," and "How to Help my Growing Reader." The workshops are designed based on parents' feedback. Parents are also invited to school wide and individual classroom celebrations, such as writing, math, and cultural celebrations. Communication with Parents are done via a voice message in the parents home language and Operoo. Furthermore, the Dual Language Program uses Estrelita and the Fountas and Pinnell, Spanish ELA program during the literacy block. Envisions Pearson Math is used to instruct students in mathematics and will be available in Spanish for the Dual Language classes.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The Race and Ethnicity breakdown by grade is as follows: Ethnicity. Hispanic Non Hispanic Total American Indian or Alaskan Native 18 1 19 Asian 1 8 9 Black 20 3 23 Multiracial 1 0 1 Native Hawaiian or Pacific Islander 1 1 2 White 64 6 70 Total 105 19 124 ELLs are included in the planning and delivery of CR-SE by recognizing race, gender, ethnicity etc. as assets of teaching and learning. Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically rigorous, intellectually-challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth. At PS 16, we believe that every child is capable of learning and achieving academic success. However, the path each child takes will and should look different for them as a learner. This means as a school community we must ensure we are welcoming and appropriately accommodating to all and celebrate the factors that make us different and unique. Through both our instructional and social-emotional approach, all students are held to rigorous and high expectations, all of which are leveraged to include opportunities to highlight and explore various cultures and traditions which further inform and enhance our sense of community and celebrating diversity. This work is continuously being strengthened as a school community through Professional Development Professional Book Clubs, District Meetings and Supports, and inter-visitations within our building to grow in best practices. At PS 16, we exemplify the concept of life-long learners, continuously learning from, with and for our diverse students. As of 2022, P.S 16 is now a community based school. This offers many opportunities to develop, learn and grow in the area of cultural responsiveness. CBO provides learning opportunities focusing on academic, social emotional, recreational opportunities, and civics. NYCID (New York Center for Interpersonal Development) program offers support during and after school. In Spring of 2022, our Title 3 after school program focused on Levels 1 and 2 who needed academic support. The Title 3 program also incorporated a culturally responsive art feature which integrated social emotional and cultural issues supported through theatrical arts. The Arts Connection is contracted to support P.S 16 with using culturally responsive topics through dance, art, and theater and is integrated through many classrooms during the regular school day. Students are also empowered through a student council consisting of some ELLs with a variety of diverse home languages that represent our school. The Student Council is given voice and choice in addressing social issues around the school building, community and classroom. All ELL students are encouraged to engage in current and historical issues in both their native and new languages. They are empowered to act as global agents of social change, as they address significant social and cultural issues through student- led discussions which center around culture, race, social, historical issues and contemporary oppression. This helps build alliances across differences to eradicate all forms of discrimination engage current and historical issues and practice mutual respect for qualities and experiences that are different from one's own Teachers attend a monthly book club centered Culturally Responsive Teaching Theory, Research and Practice by Geneva Gay. Cultures are celebrated throughout the Year to practice mutual respect for qualities and experiences that are different from their own. We do this by "Culture Day", Cinco de Mayo, and cultural food celebration which is open to families. Monday and Friday during the morning arrival and at 1:30pm we play Music that represents our school's ethnicity. Students dance in the hallways to celebrate the culture reflected through our community. Teachers at our school are committed to understanding the role of culture in education. All of our teachers have been trained in culturally responsive teaching and have attended the implicit bias workshops. They explore the strategies of culturally responsive teaching through our SEL focus. The classroom libraries have many books which reflect the composition of the cultures in our school. Techniques taken from SEL are demonstrated five days a week from 8:00 to 8:30am through Harmony time. Students are surveyed daily about their feelings and emotions daily using the Ruler. Issues often arising from external factors center around contemporary oppression faced in their communities and home life. This time acts as a forum for students to filter and express their needs and wants. During this time teachers are able to better navigate and disseminate ways to better help address the needs of individual students.</p>

<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Of the 24 English Language Learners with IEPs tested, 3 were Entering, 5 tested on the Emerging level, 9 tested on the transitioning level, 7 tested on the Expanding Level and 0 were Commanding. Of the 56 students tested without IEPs 1 was Entering, 12 were Emerging, 23 were Transitioning level, 17 were Expanding and 3 were Commanding. It is clearly evident that ELLs without IEPs are performing higher than their peers who have IEPs. NYSESLAT Data analysis revealed a decrease in the listening, and reading skills of our English Language Learners on the NYSESLAT, therefore we are fostering building academic vocabulary as another prominent focus. We are developing student use of academic vocabulary through student led, peer to-peer discussions in small groups school wide. Our partnership as a Learning Partners' Program from 2015-2018 has helped solidify the structures for our building's capacity to practice in-depth school-wide collaboration and student-led discussions. Teachers created exemplar pieces and a standards based writing progression and the continuum in reading and math help scaffold the language for students needed to articulate the expectations and measure progress. These embedded structures have increased the levels of opportunity that ELLs have in accessing language and content, while using text based discussion structures, embedded into student-led conversations during our literacy block. Teacher teams have worked to monitor and align instructional focuses for our ENL students, using the data contrived from checklists that use the targets of measurement (TOMS). Students listening, speaking, and writing are monitored. Trends reflected in the NYSESLAT results of ELL subgroups show variations. For students with IEPs who did not move levels or score well, reading levels seem to be impacting these results. Many of these students are not reading on grade level therefore have lower reading level. Students with fine motor skills tend to show lower results in the modality of writing. Many of our students have IEPs for speech. Speech affects reading comprehension and understanding. For students with auditory processing delays, they need constant repetition and re teaching of skills in order to retain information. For the students whose levels increased, they scored higher due to small group instruction in guided reading and through the method of Orton Gillingham Phonics Instruction.</p>
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PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>This year the Instructional Team analyzed previous years data (MOSL, state tests), and determined across grades that Next Generation Standard 1, 2 and 4 should be a priority standard based on both summative and formative data. Each grade met and unpacked Standard 4. Then, we took each grade's unpacked standard and placed our findings in a chart across grade levels through a vertical analysis of trends. On the chart, we listed what students need to learn in the previous grades to master the next grade's standard, as well as, what they need to master the standard for in that academic year. During data collection, we looked at each subgroup, including our ELLs/MLLs in comparison to the other subgroups, to determine how to move forward with vocabulary instruction. The team came up with plans to better support ELLs/MLLs in all four language modalities. This is true across all of our instructional plans. Within our maps and lesson plans, we have embedded vocabulary acquisition, language development through peer to peer discussion and rich, cultural texts, and multiple entry points for our ELLs/MLLs to be successful learners and master their goals. This year - instruction team focused on group work – having accessible literacy and math stations for ELLs to meet needs. Teachers were provided the opportunity to create stations based on their current classroom literacy and math data/ needs. Each station was carefully planned and created to be accessible for all students. A few details that were added to stations to make them more accessible to all students are task cards with visuals, vocabulary cards with visuals, language stems for rich discussion, toolkits with manipulatives for math stations, checklists. Additionally, we are also planning to continue working with NTN, National Teacher Training Network, to provide extra support to our teachers in math. We have been working closely with Estefania Lujan to leverage the students' performance in math. Estefania has been providing a lot of supportive methods to help the teachers in supporting the students and especially our language learners and students with disabilities. A Math Coach was hired to mentor teachers for better practices, inter-visitation and new practices were implemented in the classrooms were designed to support our Level 1 and 2 ELLs with content instruction. We also had two Orton Gillingham Staff Developers with a Speech and Language background, who provide Staff Development and mentorship to teachers of ELLs to help the needs of all of our ENL levels.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>All of our language program models actively engage and empower the true potential of our ELL students. This is achieved through a variety of instructional approaches which are present in all of the different program models. All program models focus on infusing language objectives with content objectives. In order to develop academic language, we focus on moving the transfer of spoken language to written language. By using student-led discussions in all content areas as a vehicle for supporting communication and supporting the process, we provide students with opportunities for support or empowerment through instructional technology. Scaffolding instructional objectives during small group instruction, providing multiple entry points that target individual needs during the completion of differentiated tasks, as well as fostering the depth of academic language during student-led discussions is evident within all our programs. Students lead discussions that center around student self and peer assessment, support, and student language proficiency across all content areas. Classroom teachers and ENL teachers continue to use the workshop model and small group differentiation to deliver instruction in all content areas in the To-With-BY model. This encompasses the mini lesson, student to student discussion, independent/ small group instruction/independent work, writing and the share out. Language objectives are embedded into the content of each integrated lesson and supported by the ENL teacher through whole and small group instruction. Small group instruction breaks out after the mini-lesson. Our small group instruction is monitored by routine formative assessments and checklists which utilizes data to monitor student progress and drive instructional goals for the students. We create and revise checklists for writing and speaking using the Targets of Measurement (TOMS), in order to monitor growth in each dimension. Small group instruction then focuses on the individual needs of the students, who often share similar needs and are grouped homogeneously. The students are exposed to English as a new language through a focus on embedded language objectives which are utilized throughout the progression of the lesson. Entering and emerging students use repetition, echoing and picture supports while learning objectives scaffold to help reach their goals. Transitioning and expanding students share opportunities for leadership roles and acquire language through active peer to peer discussion, and language objectives built into the content objectives. Language is further supported through guided reading and strategy groups that support and scaffold learners. Over the last few years, Vocabulary instruction has become a vital part of our lesson planning and core instruction. Teachers across all grades worked with Isaac of Core Collaborative, to make vocabulary an essential part of each lesson throughout all content areas. Some examples of vocabulary strategies that were utilized in our lessons were visualizations, total physical response (TPR), front-loading using visuals and child-friendly meanings, the Frayer model, synonyms, antonyms, shades of meaning, etc. Vocabulary is embedded into all content and actively learned during whole and small group instruction and applied through student-led, peer-to-peer discussions daily. This year teachers worked diligently to provide accessible literacy and math stations for ELLs to meet their needs. Teachers created stations based on their current classroom literacy and ELA, Math data/ needs. Each station was carefully planned to be accessible for all students. A few details that were added to stations to make them student-centered are task cards with visuals, vocabulary cards with visuals, language stems for rich discussions, toolkits with manipulatives for math stations, and checklists so the students can self monitor their own progress.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Instruction is delivered primarily through the Workshop model and small group instruction using our curriculum maps which is aligned to Next Generation Standards. Materials such as Smart Boards, big books, poems, leveled guided reading books, charts, manipulatives, word study and literacy station activities as well as multimedia books and 21st Century technology. We actively engage in differentiated tasks to foster the depth of discussions and increase independence across all areas of instruction. Our teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers inter-visit and collaborate. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Our teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. This school utilizes Google Drive to document access school-wide data including test scores, curriculum maps, agendas, materials, class lists, Spreadsheets containing group composition, All teachers have access to critical documents which allow them to easily communicate, plan and organize in a more accessible manner which which supports their instructional and student needs. Teachers are able to plan for ELL subgroups more cohesively. Technology is used to deliver instruction as well. All classrooms are equipped with Smart Boards, personal computers, laptops, listening centers and access to iPads with various educational applications for expressive communication. Some programs that are used are iReady, and Imagine learning for entering and emerging ELLs. Small pockets within grades are beginning to use applications to support writing instruction such as Seesaw, Anyflip, Canva, google slides. These applications supported peer to peer assessments, self assessment, student led discussions, and provided SEL support for boosting social emotional skills and celebrating student work in the classroom. Writing instruction is delivered to students through the workshop model. Some strategies that are used to support ELLs are sentence stems to go with each genre, word walls, writing toolkits, small groups centered around student needs based on pretest and ongoing checklists. Math instruction is also delivered to students through the workshop model. Teachers use multiple strategies throughout math lessons to support ELLs. Some include, visuals, language stems, vocabulary embedded in instruction and within stations, manipulatives, toolkits, partner work, and group work Phonics instruction is delivered in English by the Orton Gillianham method for grades K-2. The Dual Language also uses Estrellita, a Spanish phonics program during the literacy block, which has been modified to mimic the Orton Gillingham English drills into a Spanish version to build upon the fluidity between the languages. Grades 3-5 uses word analysis during phonics instruction. They include letter identification and sounds, sight words, identifying word parts, decoding and blending words, vocabulary, and reading comprehension. Small groups are planned according to F and P data and informal assessments. During small groups, students engage in stations such as guided reading, decodable reading, letters and sound recognition, iReady, sight word recognition and spelling. They also receive small group instruction through strategy reteaches, reviews, guided reading, skill and drills, conferencing and other guided activities with a comprehension focus. In addition, grades K-2 are provided with F & F guided reading books in Spanish to support students. Tool kits and language support are provided to all students to support small group work. Hands-on manipulatives create an opportunity for teachers to attend to ELL student's learning styles. Students work at their levels and are assessed in order to meet their needs in a small group setting.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>In order to meet the needs of our ELLs identified as having disabilities, our staff is composed of a variety of support specialists. This includes a bilingual psychologist, a bilingual physical therapist, a bilingual social worker, bilingual guidance counselor, as well as hearing therapists, occupational therapists, and bilingual and monolingual speech therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. Students who are recommended for a bilingual special education program, but unable to obtain a seat in the program due to availability, are provided with the language support of a bilingual classroom paraprofessional, who supports the students language and academic needs, ensuring access to content and instruction. ELLs that are identified as a student with a disability have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student, recommends specific interventions and ensures access to the general education curriculum. At the beginning of the school year, for both current students and new registrants, the Special Education Teacher, IEP Teacher and ENL Teacher review the IEP for the ENL students also identified as needing specially designed instruction to meet the needs of their disability, completing the Chapter 408 Requirements. Language acquisition is a large part of the student's plan, which requires the Special Education, General Education and ENL teacher's collaboration. All of these specialists meet on a regular basis to discuss the students' progress or regression and develop plans to move forward with instruction and support. The ENL Teacher provides the students with their mandated minutes, in the appropriate setting based on their proficiency levels and student's individualized educational plans, maximizing the delivery of appropriate and rigorous instruction. Besides the mandated deliverance of ENL services, other such services may include, but are not limited to SETTS, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling, Program Recommendation for ICT or Special Class. Students are programmed for all services in the least disruptive manner and maximizing the use of flexible programming to mainstream students into general education classes as often as possible. These services are monitored by the School Assessment Team, Administrator of Special Education, the Department of Education on SESIS and the District level Administrators of Special Education to ensure that special education ELL students are placed in the legally-mandated and least restrictive environment. As a school community, we meet weekly at Pupil Placement Team (PPT) and Student Implementation Team (SIT) meetings to review students and continue to align appropriate services. The criteria used to place ELL-SWDs into a General Education Class with Special Education Support Integrated Co-Teaching model (ICT) or a specialized class or program, is determined upon testing done by the School Assessment Team, specifically the bilingual school psychologist and bilingual social worker. The student is evaluated in their home language to ensure they are not identified as having a learning difficulty or disability that is related to their language deficiencies. For students new to the NYC DOE school system with an IEP, for example Kindergarten incoming students, the school has an established Language Proficiency Team to support the academic and linguistic needs and placement of the child. The LPT team consists of the Assistant Principal of Special Education, Bilingual School Psychologist, Bilingual Speech Pathologist and Bilingual Guidance Counselor, one or more certified ESL teachers, the Reading Recovery Intervention teacher, the Bilingual Parent Coordinator, and the student's parent or guardian and a qualified interpreter. Members of the Language Proficiency Team and Pupil Placement Team meet weekly to review and ensure proper allocations of provided services and use of instructional strategies. They ensure that instructional programs are within the limits of the student's IEP, provided in the least restrictive environment to meet the students' unique needs, and maximize potential for further growth and development. All measurable student goals are utilized daily to set next steps. Students should be aware of their personal goals and be able to articulate goals during self and peer assessment discussion. Students activities, tasks and daily instruction are aligned to individual goals and scaffolded during small group instruction to ensure goals are met. Special Education teachers and ENL teachers meet regularly during grade planning to discuss student goals in relation to their present levels of performance, with the intention of closing the achievement gap in academic and language proficiency. Goals are continuously monitored and are updated regularly during Progress Reporting Windows (aligned with Report Card distribution) and Annual Review Meetings.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>In 2022-2023 we are planning to use the beginning of year and middle of the year ELLs periodic assessment. Once we get the results we are going to compare them to the NYSESLAT scores of those students from Spring 2021 administration. ENL teachers along with classroom teachers are going to be given time to develop instructional plans to better support the students. Moreover, we are planning to continue using iReady's and IXL's diagnostics assessments in the beginning of the year to determine the students' strengths and weaknesses in Reading and math. Based on the results of those assessments, we are going to place struggling students in small groups, for reading and math support, and closely monitor their progress. Acadience and Fountas and Pinnell are used to test and progress monitor students growth towards on grade level reading levels, sight words, letters, sounds, and reading comprehension. Students in Grades 3-5 take an iReady diagnostic to determine placement in the following domains: phonological awareness, phonics, high frequency words, vocabulary, comprehension-literature, comprehension- informational text. For MOSL, students are being tested on their reading comprehension and writing skills through our New York City Performance Task. Throughout the year, we use formative assessments to collect data for each unit. We created tests based on the standards the students are learning in all content areas. We also use questioning and information we gather from guided reading and small groups instruction to assess students daily. Formative data is continuously collected and used to make instructional decision to meet the students needs.</p>
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<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Here at PS 16 we offer AIS, academic intervention services, as one of our targeted intervention programs. AIS is offered in both math and ELA. For grades K-2, the method of Orton Gillingham is used during small group instruction. In Grades 3-5, higher level skills centered around morphology and word development support their needs in advancing reading. Small group strategy groups and guided reading support is utilized in both the Tier 1 and Tier 2 Interventions. Moreover, students who are found to need support in their native language are properly placed in a small bilingual group instruction in Spanish to better support them in acquiring their home language as well as the English language. Students who need support in a native language other than English or Spanish, are placed in small group instruction in English with the support of a bilingual paraprofessional who speaks their native language so we can bridge both languages and help the students transfer their native background knowledge. The ENL department collects all the students' data, such as pre and post assessments, diagnostics tests, small groups' progress charts, and classroom teachers' observations, and plans next steps to keep the students moving up. If a student shows regression, we meet as a team and look at all the services that are provided to the student and determine what needs to be done to better further help the student and guide them to succeed.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of</p>	<p>Multi Tiered instruction includes a school wide system of multileveled supports that target academic success. It is represented by a three-tiered triangle of instruction. This triangle includes Tier1, Tier 2, and Tier 3 levels of instruction. Tier 1- During Tier 1 instruction, research based curriculum materials are used, teaching and learning objectives are well articulated from one grade to another and core standards based instruction is differentiated upon delivery. At PS 16 Teaching and learning are well articulated within and across grade levels so that students (including ELs) have highly similar instructional and linguistic targets which follow a progression of learning from grades K-5. Our interventions are individualized and are culturally and linguistically responsive to the needs of individual students. PS 16 uses a progression of targets related to content and language objectives to differentiate instruction P.S 16 differentiates instruction during their 90 minute literacy block which includes reading, skills targets, critical analysis and Phonics instruction in grades K-3. The design of a literacy block begins with the selection of students for core reading groups. Students are selected using data collected from several sources such as their Independent reading level which is assessed using the Fountas and Pinnell leveling system and used to monitor and track reading comprehension and progress, throughout the year, at least 5 times. This leveling system helps to support readers in their development along the continuum and group learners according to their target level of instruction during independent and small group work in the literacy block. Students are further grouped by skill readiness, or language proficiency level, depending on the objective of the task. Every ELA lesson is presented with an instructional content objective (learning intention) and language objective, as well as a list of success criteria. The success criteria serves as a checklist for the prerequisite skills involved, in the process of each skill, before target mastery. Students use the success criteria like a checklist, or rubric to assess and articulate their own level of mastery in acquiring the new skill, as well as, the process and expectations involved in mastering each new target. The success criteria also helps to support the teacher in differentiating each skill taught as students fall in different places along the must hit in order to reach the instructional target. Tasks are then set to meet students, on, above, or below grade level, depending the level of mastery the student is at when meeting the design of each new intended target. As the lesson is delivered in a To-With-By approach, teachers are able to distinguish the students who need extra support and group them accordingly. Students then work in their group by either level, language proficiency or skill readiness and supported in small groups depending on each instructional target of the lesson. Intensive interventions are provided by well-trained staff members experienced in individualizing instruction that is based on student data and also in culturally and linguistically responsive pedagogy. Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, usually during the lesson implementation, as students use exit tickets or check-ins to gauge their mastery of the skill being taught. ENL teachers provide in and out of classroom support during the literacy block as well as intensive instruction. Small groups of students are circulated into different groups depending on skills, language proficiency level, reading levels in relation to student readiness, in order to meet each individual instructional target. Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards. Besides the design of the literacy block as described above, Tier 1 intensive interventions could include guided reading, reteaching skills, explicit teaching, reviewing, and conferencing. Several language Scaffolds are used as resources within the lesson, as well as other tools which aid in language mastery such as, use of cognates, sentence starters, language frames, flashcards, visuals supports, oral language supports, vocabulary aids, differentiated tasks, checklists, and or rubrics to help students articulate and apply critical new skills. Acadience and Heggerty are phonics programs used to support readers in K-2. Orton Gillingham supports phonics instruction in K-3. Leveled readers from the Leveled Literacy Intervention Program LLI and Fountas and Pinnel support guided reading guided reading instruction. IReady and Imagine learning are digital programs used to support some MLL learners intensively at this time, as well. Tier 2 (II) Tier 2 instruction uses evidence based interventions aligned to core instruction and Targeted academic support for students who are not meeting grade-level benchmarks. This instructional delivery in tier 2 consistently aligns with students' linguistic, cultural, and instructional needs, and consistently addresses both foundational skills and language proficiency. The Secondary-level interventions are well aligned with core instruction from Tier 1 and incorporate foundational skills that support the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2). At P.S 16, teachers collaborate to ensure language development is aligned with core instructional content. Language objectives help drive the instructional target of each content objective. Tier 2 instruction at P.S 16 is driven in a systematic and balanced approach using explicit modeling, direct instruction and with a, To- With- By model with explicit modeling provided, a time for student practice with the teacher where students use application of the skill with teacher support during individual and small group work. Finally students practice the skill independently, while tasks are differentiated.. Research based language supports are used as scaffolds for intensive instruction the same as Tier1, like (language frames, sentence starters, rubrics, checklists, visual cues) language development is supported through a language objective for each individual learner. Lesson objectives for core content and language are differentiated for small groups of students in every lesson. Rubrics and student checklists are often used to help students be aware of meeting and articulating the success criteria of each target. Secondary interventions during Tier 2 include IReady and Imagine Learning. iReady aligns core content from tier 1 on a level and with intensive support to help close the gap between monolingual and bilingual students. Tier 3- (Tier III)— Before referral into a special education program. It is vital to provide Tier 3 Individualized support. Tier 3 focuses on the academic needs of students who are significantly below grade level and or students with</p>

<p>ELLs.</p>	<p>disabilities. Tier 3 interventions provide a cultural and linguistic match to students using interventions with their current individual level of progress. Intensive interventions are more intensive than secondary interventions (e.g., in frequency or duration, scope of skills, or frequency of progress monitoring) and are adapted to individual student needs based on student data that is adapted for group size, frequency, and intervention. For tier 3, the intervention is individualized and is culturally and linguistically responsive and more frequent. Intensive interventions at P.S 16 are provided by well-trained ENL pedagogues, special education teachers and critical staff who provide academic intervention services, like AIS. These pedagogues are experienced in individualizing instruction based on student data and in a culturally and linguistically responsive pedagogy. ENL teachers provide academic support to small groups of students that are aligned to the needs of students who are significantly below grade level, as it relates to tier 1 core content. Ongoing and frequent monitoring of progress quantifies rates of improvement and specifies a minimum area of acceptable growth. Each measure is appropriate for the student’s grade, skill, or oral language level, or language proficiency level. Besides the progress monitoring the progress of student’s independent reading levels, oral language development and progress of our MLL students are also monitored three times a year using MLL periodic assessments. The periodic assessments monitor MLL student progress in the critical modalities of listening, speaking, reading and writing and helps teachers to plan for instruction. Data retrieved from these assessments drives the number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level It also provides benchmarks for minimum acceptable end-of-year performance levels. Decisions about responsiveness to interventions at P.S 16 are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention. IReady and Imagine learning help to support the attainment of goals during content instruction. When determining the need for a special education referral, the LPT Language Proficiency team, consisting of ELL teachers, special education teachers, administrators and other critical staff, coordinate with the PPT team consisting of a general education teacher, special education teacher, MLL teacher, social workers administrators and other appropriate staff, appropriately consider the severity of needs, EL status, and responsiveness to Tier III supports, in order to determine when to make a special education referral. Students are neither inaccurately referred nor denied a timely referral Parents/families are involved in all stages of prereferral, IEP development, and placement or given other means to provide feedback and support their child at all stages of the process. Parents and families provide developmental history; provide family, educational, and life goals; and assess performance in home and community. If and when a determination is made to refer a student for special education, appropriate interpreter and translation services are also provided by our in-house translators to ensure participation. Assessment instruments used for qualification for special education services are selected and administered by trained, knowledgeable personnel; free of discrimination on a racial or cultural basis; in the child’s native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and reliable and valid for purpose used.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>P.S 16 uses an assortment of formative assessments to guide and inform instruction during and throughout the implementation of core content units, in reading, math and writing. Fountas and Pinnell, English and Spanish reading assessment in grades K-5 to support our teachers in identifying present levels of student performance and reading progress. Fountas and Pinnell offers a number of assessments to support our teachers in this critical work. The assessment helps to identify present levels of student reading performance, rate, fluency, and comprehension, and other critical needs. Emergent readers grades K-2 are tested monthly and the goals are measured accordingly using Fountas and Pinnell Early concepts of print and running records assessment. In the Early Concepts of print section, students are assessed in Concepts of Print, letter-Sound Identification, High-frequency sight words, writing, vocabulary, listening and recognition of sounds, word features and independent reading levels for both fiction and Nonfiction texts. For grades 3-5 students are also assessed in Fountas and Pinnell in the similar areas but, with elements expanding into assessing accuracy, rate, fluency, comprehension, word features and sentence writing skills. Pre and Post assessment tests are used in grades K-5 to assess reading, writing and math, along a continuum. Reading Units are taught under an umbrella of Next Generation Learning standards using the Fountas and Pinnell reading program. Unit tests are rolled out both before (pre) and after (post) the end of a unit. Pretests assess prior student knowledge and help teachers plan accordingly to anticipate challenges, before the unit begins. During the unit students are also assessed with informal observations and check ins for understanding, in order to plan for actionable steps which lead to student progress. Baseline and Post writing assignments are administered to students at the beginning and end of each writing and math unit, as well. A standards based Writing Progression and Math Progression both use exemplar pieces as models to help to guide and facilitate student self and peer- to- peer discussions that provide feedback and inform next steps in both these content areas. Dual Language teachers also assess the acquisition of the Spanish language with students in the Fountas and Pinnell, which readily mimics and aligns to the English versions of the F & P Reading Assessments. ELA and Math Core Collaborative Team members have generated teacher-created assessments, exemplars, pre and post exams, and baseline and post writing assessments given at the beginning and end of each unit to track students’ strengths and weaknesses in each core standard area. There is also an in- depth, school and district-wide collaboration to improve the speaking, listening and writing achievement of our ENL students using text based academic language and discussion structures, embedded into our literacy and Math block. Dual language and ENL teachers assess students on academic language used during these text- based student discussions that are led by students. Students are assessed to measure the amount of academic language used during students discussion, as well as to monitor growth in participation for speaking. Teachers in all grades K-5 use formative checklists aligned to the Targets of Measurement (TOMS) in order to monitor student performance and growth in each indicator for each grade level . The focus on improvement in the areas of listening and speaking has bridged students' self and peer-to-peer assessment as a vehicle for students to transfer their responses from spoken into written format. An in depth design of student led discussions has now transformed into an empowered opportunity for student self and peer assessment in writing. Students regularly engage in discussions around student self and peer to peer assessment during reading, writing, and math. Students are able to articulate their goals and next steps regularly using a standards based writing progression, or reading and math continuum that helps to identify their present level of performance and measure how well they were able to meet the criteria for success. At PS 16, we use the New York City Performance Task (K-5), as well as the ELL Periodic Assessment (Grades 3-5, BOY/MOY) to also track progress and adjust curricular maps and learning paths for our students to meet success.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The students who are eligible for ENL services and whose native language is Spanish are administered the Spanish LAB-R upon initial registration. In the Dual Language program teachers administer formal and informal assessments both in English and in Spanish . Throughout the year students take a variety of unit assessments in content area (Reading, Math and Writing) tests in Spanish. Dual Language Teachers in grades K-5, use the F&P Spanish Sistema de Evaluación de La Lectura, to assess student accuracy rate and comprehension in reading Spanish texts. The assessment determines independent and instructional reading levels for our Dual Language students. Teachers engage in critical thinking and thought provoking conversations that go beyond retelling and make informed decisions that connect assessment to instruction based on the progress of one to one formative and summative assessments.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>Summative assessments at P.S 16 are administered K-5 using the New York City ELA Performance Task (NYCPT), administered three times, at the beginning, middle and end of the year. First, it will show ELL student growth in the use of the English Language in meaning, structure and mechanics over the course of a single academic year. Using the Beginning (BOY), Middle (MOY) and End (EOY), students’ growth is monitored and targeted for further support. Secondly, it will disseminate data tracked from BOY to BOY , the beginning of one academic year to the next, showing the disparity between ELLs and their native counterparts, over the course of one year. Besides measuring the amount of academic growth of ELLs across a grade in one year’s time, using the Beginning of Year (BOY), middle (MOY), and End of Year (EOY) assessment, this method of data usage also tracks the student progress between ELLs and their Native Monolingual counterparts, as they enter each grade level, from one year to another. PS 16 finds this method to yield the most informative results when planning because it shows the overall progress made by ELLs in Reading and Writing modalities throughout one academic year, as well as, the range of disparity between ELLs and their native counterparts over time. Both are important facets in our ambitious instructional design to empower ELLs with opportunities to engage “at the same level or above”, that of their monolingual counterparts. For the 2021-2022 School Year, we will be using the results of the 2021 NYSESLAT in conjunction with the NYC Periodic Performance Assessment for ELLs.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>For the 2022 NYSESLAT testing period, we have used our current NYSESLAT team which consists of ENL teachers, testing coordinator, coach and other previously trained pedagogues to administer the test to our ELLs. The tests are prepared into packets according to the proper grade bands and IEP accommodations. The testing schedules are created and the test administered by trained pedagogues. NYSESLAT team members are trained together on how to administer and score the assessment. The NYSESLAT is scored by a team of 4-5 trained pedagogues in the writing and speaking scoring guides and training sets to facilitate their scoring to ensure fidelity. Students are administered the speaking test by a certified pedague on a one- to- one basis starting with Kindergarten and progressing through 5th grade. Once the testing window for listening, reading, and writing opens, we administer the test in groups based on the students’ grade bands and proficiency levels. Students with IEPs are grouped based on their grade bands and their IEP recommendations. Classroom teachers with a high concentration of ENL students, and large groups of ELLs within their classrooms, will also participate in training and administration of the NYSESLAT. Upon completion of testing and within the scoring window, selected staff will utilize the NYSESLAT Writing Scoring Guide and training sets to facilitate scoring. ENL teachers will continue to service and support the students during the testing window to ensure that students are receiving the support needed to excel in all subject areas. Our NYSESLAT team consists of the following: Kimberly Worsdale, Assistant Principal Suzanne Stevenson, Testing Coordinator Lara Scaringella, and Hanan Fahmy, ENL teachers Hillary Spitalieri, Common Branch/Library Teacher Christine Maresma, Coach, AIS and ENL Additional Support Staff: Lorraine Vazquez-Dual Language Teacher Alexandra Scribani - Self Contained ENL Teacher Jessica Vega, Special Education 3rd grade ICT Teacher Kathleen Gomez, Bilingual Speech Teacher</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>For ELLs served by an Individual Education Plan(IEP), our IEP, Language Proficiency Team (LPT) determines a student’s eligibility for special education services and the language in which special education services will be delivered. During the interview process, a collection of work samples are taken through the use of our PS 16 screener and will help make the determination. Work samples include but are not limited to, reading and writing in English, understanding and answering simple questions, as well as their understanding of conversational language. Information gleaned from the interview and screener work samples are used by the LPT alongside the student’s IEP and Assessment Reports to assist the team in determining the impact of the disability on language acquisition. Students are placed according to their IEP, in the least restrictive environment, with the goal of closing the achievement gap and strengthening language. Once programmed into the recommended special education program, the student will receive ENL services according to their mandated proficiency level. P.S 16 utilizes a vast array of instructional strategies to help ELL students with disabilities achieve the same access to academic language that general education ELL students receive. 90 minutes of explicit instruction during the literacy block each day. Instructional strategies in place for ELLs with IEPs include guided instruction, small group instruction, guided reading, AIS support, frequent reviewing, repeating, and reteaching. To manage individual student needs, visually print rich classrooms use language stems, frames and sentence starters to enable students in responding to questions and prompts, both verbally and during the writing process. Student progress in reading is monitored daily during guided reading instruction and frequent checks for understanding. Any misconceptions are cleared up or retaught during small group instruction. Students are tested bi- monthly with the Fountas and Pinnell leveling systems using the running records to monitor meaning, syntax, and grammar usage, as well as reading progress. Checklists and frequent check- ins are used to help support our ESL students with IEPs in completing independent work during whole group and direct instruction.</p>
<p>b. SIFE</p>	<p>Students with Interrupted/Inconsistent Formal Education are provided extra support by the ENL teachers and their classroom teachers. The process begins with the HLIS interview with the family and the home language assessment. According to the Knowing the Whole Child protocol implemented at PS 16, ENL teachers confer with the classroom teachers to discuss the new Language Learner’s academic and social emotional performance to determine if they show any signs of interrupted formal schooling. As a result, ENL teachers utilize the MLS screener to formally identify if the student is SIFE. Data from the MLS Screener informs us of a student’s academic understanding in their home language, which helps us determine the impact of previous schooling. Students receive one to one or small group sessions with the ENL teachers in a Stand-alone model. The teacher uses the outcomes of the assessments to modify instruction to meet the students’ needs. This year, we have 2 formally identified SIFE students. As a special form of support to these two SIFE students, they are provided with an extra 30 minutes of instructional time each day with a certified ENL teacher. During this extra time, the teachers focus on closing the linguistic gap by providing heavy instruction in OG and vocabulary to help the students acquire the new language and better understand what’s going on in their classrooms. Moreover, teachers work on accessing the students’ prior knowledge and use what students already know to build on it. Teachers build on background knowledge by providing visuals and print rich environments. Students get to access the content in their home languages and teachers provide new vocabulary cards with visuals and translations so the students can make the connections between both languages and access their prior knowledge. During integrated minutes, the ENL teacher scaffolds and modifies the new topic using language objectives and translated materials to better assist SIFE students. Both classroom teachers and ENL teachers work collaboratively to decide on grouping Sife students with students who speak their same home language so they can have group discussions in English or in their home languages. During group discussions, SIFE students are provided with discussion cards that are translated into their home languages. Moreover, the teachers use extensive modeling strategies so that the students get a clear vivid idea on what they need to do and how to do it. At our school students use iReady and IXL as a station during small group work, SIFE students take the diagnostics test on each program so the program can provide the students with suitable lessons based on their performance in the diagnostics test. Moreover, SIFE students are added to Imagine Learning platform and utilize it during their small groups time so they can build on their background knowledge and transfer that knowledge to the new language. SIFE students are assessed regularly through conferencing, and check-ins during small group instructions. Moreover, classroom teachers use the data from iReady and IXL to better serve the students’ needs based on their performance on each program.</p>
<p>c. Newcomer</p>	<p>Newcomer ELLs are those students who scored at the entering and emerging levels within the last three years. Students who are identified as newcomers are closely monitored by both classroom teachers and ENL teachers to make sure they are receiving adequate time and support in order to show progress. ENL Teachers co-plan with the classroom teachers to make sure that the necessary modifications and scaffolds are provided to the students even when the ENL teacher is not in the classroom with them. Newcomer ELLs are provided with extensive support so they can adjust to their new settings and adapt to the new routine and structure that is in place in every classroom. A significant focus is placed on basic phonics and vocabulary instruction in order to help build up the foundational skills required to progress and develop a new language. Moreover, newcomers receive extra support in phonics through our Orton Gillingham program, and practice these skills daily in 30 minute blocks during literacy stations. Furthermore, newcomer students are placed daily in small groups for guided reading instruction and strategy groups to leverage their vocabulary and language acquisition skills. They are also included in our AIS grouping compositions. Furthermore, newcomers are paired with students who speak their native languages to ensure creating a welcoming environment in classrooms. If the identified newcomer is in grades 3-5, testing grades, they receive extra preparation time so they can learn test taking, reading, and writing strategies as well as be exposed to culturally responsive instruction with the Arts Connection. As an extra layer of support to those students identified as newcomers, we add them to Imagine Learning which assesses their language proficiency skills and assigns customized lessons to meet their language acquisition needs.</p>

d. Developing	<p>Developing ELLs have between 4 and 6 years of continuously enrolled school years in the United States. In order to ensure that these students do not become long term ELLs, instruction is differentiated according to the language needs. Developing students are given small groups of Tier 1 and Tier 2 RTI (Response To Intervention). Due to NCLB's requirement that ELLs in grades three through five must take the NYS ELA after one year of enrollment and are required to take the state math and science exam during their initial year. Also all ELLs grades K-5 are required to take the NYSESLAT each spring. ENL teachers service developing ELLs by working hand in hand with the classroom teachers. During push-in/ integrated minutes, teachers plan together and group students based on their performance on their pre-assessments to better serve them according to their needs. ENL teachers provide scaffolds such as vocabulary cards, sentence starters, word banks, discussion cards, and rubrics so the ELLs would have access to the language and tools they need to succeed. ELLs receive their integrated minutes in ELA, Math, Social Studies, and/or Science. In order to support language development in all content areas, students are provided with translated vocabulary cards, visuals, and scaffolded worksheets.</p>
e. Long Term	<p>Even though there are currently no Long-term ELLs at P.S16, our ENL teachers are well planned and ready to support any incoming or current students who become Long term ELLs. ENL students receiving 7 or more years of ENL services will be closely monitored by the classroom and ENL teachers. Teachers will track and monitor these students' progress through formative assessments and make educational recommendations for them as needed. Besides the regular small group modifications, Academic Intervention Services may be provided to these students in small groups to boost their academic performance and language development.</p>
f. Former ELLs up to two years after exiting ELL status	<p>For at least 2 years after exiting ELL status is achieved, former ELLs (Commanding students) continue to receive 90 minutes a week of instructional ENL support from a certified ENL teacher. Former ELLs are also provided academic Intervention Services (AIS) as needed and are based upon ongoing progress monitoring of formative and summative data. Former ELLs are engaged in extra curricular opportunities for enrichment provided both during the day and after school. Such opportunities included peer to peer assessment through digital applications.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>All families of newly registering students meet with a trained pedagogue to complete the Home Language survey at the time of initial entrance into NYC schools. Students' home language and testing eligibility are determined by the language(s) spoken and identified by the parent/guardian during the interview. The student is interviewed by a trained pedagogue. Interview questions are facilitated by the ENL teacher and translated by our bilingual staff or by the language translation and interpretation unit as needed and under the guidance of a licensed ENL teacher. The students who are eligible for ENL services and whose native language is Spanish are administered the Spanish LAB-R upon initial registration. In all other languages students are informally assessed in a conference translated in the students home language to assess basic native language skills. Once program options are chosen, freestanding ENL students whose proficiency levels are Entering and Emerging, receive 360 minutes per week of English as a Second Language, 180 minutes in an integrated model and 180 minutes in the stand-alone model. Students whose English proficiency level is Transitioning and Expanding receive 180 minutes per week of English as a Second Language in the integrated model. Finally, Commanding students, who are considered English Proficient receive 90 minutes of small group instruction per week. ELL students have access to Native Language Arts materials, and multicultural text themes, all available in our PS.16 Robin Hood Library, as well as housed in classroom libraries. Native language is also supported through Imagine Learning software in the classrooms. There are books, audio, videos etc. in many different languages spoken on this program. We encourage students to borrow materials from the ENL resource room to work at home with their families. We have fiction and non-fiction books reflecting all of the main languages of our students. On our staff, we have teachers and paraprofessionals who are fluent in Spanish, Albanian, Bengali and Arabic. For state assessment purposes, other than measuring ELA proficiency, students will be offered to take the exam in their native language when possible, or through the use of a translator. For other formal assessments given in Spanish, we utilize content unit tests in their home language. The school personnel will provide native language support in translation services when needed.</p>
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	<p>We are a K-5 Elementary School; therefore not applicable.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>For school year 2022-2023, we are planning to continue our collaboration with Core Collaborative, where Staff Developer Isaac Wells guides our staff members through a series of professional developments in English Language Arts. Isaac has been including methods and strategies on how to leverage students’ performance in reading and writing. Moreover, he provides helpful modifications and scaffolds that pertain to all the language learners’ proficiency levels. In addition, we are also planning to continue working with NTN, National Teacher Training Network, to provide extra support to our teachers in math. We have been working closely with a Math Coach to leverage the students’ performance in math. The coach has been providing a lot of supportive methods to help the teachers in supporting the students and especially our language learners and students with disabilities. Furthermore, we are planning to continue collaborating with Staff Developer Sharon O’Neil from the Orton Gillingham training center. Sharon has been providing ongoing support in OG where she comes to the building to provide training, coaches alongside teachers to improve best practices, observe the teachers’ application to the program and provide constructive feedback. PS 16 Staff are also engaging in Culturally Responsive Book Clubs, particularly analyzing Cultivating Genius by Gholdy Muhammad. We continue to explore our own identity and how that impacts the path and choices we face. We continue to take ownership in creating an equitable educational experience for our students, which starts with the staff. Moreover, we are going to continue working closely with the ENL/ MLL Staten Island Borough Office and have teachers attend their ongoing training sessions, which help us keep up with all the changes that happen in policies and references. ENL teachers will also be trained in Sound Sensible, to help with at risk and struggling ENL students.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The staff of PS 16 are supported by the ENL specialists to assist ELLs by holding workshops with the Parent Coordinator and the Assistant Principal to fill out the necessary paperwork to continue to support and ensure quality paperwork and interview for the intake process. The staff members are also available to guide students and parents in the direction that will best meet their academic needs, especially when informing parents of their native language. The guidance counselor also receives professional development to assist ELLs as they transition from elementary to middle school. Teachers new to PS 16 as well as the New York City Department of Education will participate in 15% of their professional development hours of ENL training. Our staff members will participate in ongoing staff development workshops. The workshops will be conducted throughout the year to include issues regarding how The English Language Learners can meet the Common Core/Next Generation Standards. All records of the training will be kept in a binder and monitored to ensure each staff member has the correct amount of ENL training. The ENL department at PS 16 will work closely with school-based staff to create and conduct interactive workshops. These workshops will be held during Monday P.D. meetings or professional learning time. The teacher workshops will include Welcoming the New English Language Learners to your classroom; Planning lessons to include the English Language Learner in meeting Common Core Standards; ENL content areas and provide academic rigor; What types of questions can I ask to increase academic rigor for our ENL students; Writer’s workshop for your ENL students; How do we get our ENLs to understand mathematical word problems; Planning lessons for the older ENL student; NYS testing mandates for ELL’s and Planning for next year are some of the workshops that will be held this year for teachers. We are planning to continue working with the ENL/MLL Staten Island Borough Office to ensure that our teachers attend their ENL/MLL specific professional developments that are offered throughout the school year. The ENL Coordinator will attend Professional Development sessions given by the Staten Island Borough Office specialists and will turn key to the staff at PS 16. PS 16 is also facilitating Culturally Responsive Book Clubs, which will further enhance our understanding of identity and the work needed to make the mindshift for our students. Teachers are also encouraged and asked to attend other Professional Learning opportunities through the Learning Stream Network.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>In 2022-2023 our school has planned for a series of five parents' workshops to better support them in understanding their children's grade specific requirements and guiding them on how to help their language learners achieve their academic goals. We are planning to meet with the parents once every other month. The first meeting, September 22nd, 2022, will be offered to parents of current ELLs to welcome them back and to give them an idea about the curriculum and different methods/ programs of support that we have in place to better serve their students. During the first session we are going to give the parents a survey, in their home languages, to see which areas they need more support in. Based on the parents' answers, we are going to modify our future series to better support the families in their areas of need. The second meeting will be on November 10th, 2022. In this meeting we will have the students' beginning of year assessment's results and will provide individualized support based on the students' needs. We are going to explain to the parents how their children are being graded and what they can do to enhance their performance in all subject areas. In session three, January 12th, 2023, we are going to help the parents understand the logistics of the state tests and how they can better prepare their children for the upcoming state exams. The fourth session will be on March 3rd, 2023, and the main focus will be NYSESLAT. We are going to explain to the parents what the NYSESLAT is for and how they can prepare their children in all of the language modalities. The fifth session will be on June 3rd, 2023, and it is designed to help the parents celebrate their children's achievements throughout the school year and to provide helpful tips on how to support their language learners during the summer break. All of these topics are subject to change and will be adjusted based on the parents' survey results. All of these meetings will be provided by the ENL department with the help and support of our bilingual paraprofessionals to support with translations and interpretations. Translation services will be utilized where necessary.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>As our school continues to work closely with the families, we are planning to continue monitoring the students' progress and communicate the results with the families on an ongoing, regular basis. In addition to typical monthly Parent Engagement and workshops, we will also be administering the Periodic Assessment for our ENL population, which will further support our students and staff in progress monitoring and targeted instruction. Once we get the results for each assessment we are planning to call and schedule individual meetings with the parents, via Google Meet, to discuss their children's progress and provide next steps' supporting plans to leverage their children's progress. A bilingual paraprofessional is going to be present during the meeting to ensure their understanding and to answer any questions that may arise.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>Due to the systems and structures put in place during the 2022-2023 School Year, PS 16 will maintain the Google Classrooms for all ENL Teachers. This will not only serve as an additional support for practice and asynchronous learning, but will also be in place for our students in the event of remote instruction. Additionally, for maintenance of our Critical Documents, we have implemented a fully digital process for uploading and maintaining our school records for all ENL students. The original forms will still be placed in the students' cumulative folders, however, PS 16 will maintain digital records to ensure fluidity of access to records.</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>The newly enrolled students are greeted by one of our ENL teachers, Parent Coordinator, Administration and Office staff upon enrollment. This activity is before the beginning of the school year as well as new registrants who enroll in our school throughout the year. Students are given a tour of the school building to include important locations such as the Gymnasium, the Cafeteria, Bathrooms located on all floors, the Main Office and the Schoolyard. All newly enrolled students are paired with another student who can act as a buddy/translator and help acclimate them to our school community, which is facilitated by the Guidance Counselor and Parent Coordinator. Typically this is arranged within the same class or grade level where possible. This helps the newcomer adjust and feel welcomed to their new surroundings. The school guidance counselor, who speaks Spanish, is always available to help students transition into their new school as well as our Bilingual Parent Coordinator. Our Bilingual staff, particularly our School Psychologist, Social Worker, Guidance Counselor and Speech and Language Pathologist will host a variety of workshops throughout the year, supporting the whole child. Topics include but are not limited to: Transitioning to My New School Community, Parents as Learning Partners: Supporting my Language Learner at Home, Building Academic Language at Home, Homework Help!, The Special Education Process: Services, Support and Next Steps for ENL SWD, etc.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our ELL Identification team consists of five licensed and trained pedagogues, bilingual paraprofessionals who are fluent speakers, readers, and writers of Spanish, Arabic, Bengali, and Albanian and the bilingual parent coordinator. We have three certified bilingual teachers who administer the Spanish Lab as needed. When a new student enrolls in our school, the parent coordinator informs the identification team immediately, and the intake process is initiated based upon our ELL Identification Staff Schedule. A teacher meets and greets the family and administers the HLIS (Home Language Identification Survey) with the help of a bilingual paraprofessional or the parent coordinator for translations and interpretations. The teacher then interviews the student using our interview questions that are appropriate for the students' age and grade level. After the interview, we use a grade appropriate screener that was prepared by qualified grade level teachers, is grade level standards-based and assesses the four modalities of the NYSESLAT, to measure the students' literacy and linguistic skills. If the student is determined to be a potential language learner, the teacher enters the appropriate HLC (Home Language Code) into ATS and administers the NYSITELL. If the student has an IEP, the LPT meets to determine if the student qualifies for the NYSITELL. If the student's home language is Spanish, we administer the Spanish Lab the following day after the NYSITELL scores are shown on the RLAT report. Once the student's NYSITELL scores show on the RLAT we inform the parents/ guardians of the student's entitlement to ELL/MLL services. We send an entitlement letter home and invite the parents to the ELL's Parents' Orientation. The (in-person) parents' orientation consists of two parts. The first part is the agenda, explanation of services, and the NYS video in the families preferred language. The second part is for answering the parents' questions and guiding and assisting them in filling the parents' choice form and signing it. During the identification process the students receive provisional ENL services until the parents decide and choose a bilingual program for their child. If the parent is non-responsive after a minimum of 4 logged outreaches by the ELL department, the student is defaulted into ENL services based upon their proficiency level. Once the parents/ guardians sign the forms and choose a program, the child gets placed in the chosen program and the family receives a placement letter. All the paperwork is scanned and saved in our virtual ENL binder and the original copy is secured in the student's cumulative records. Identification team members: Hanan Fahmy, ENL Teacher (Also assist with Arabic translations and interpretations) Christine Maresma, Reading Coach Lara Scaringella, ENL Teacher Hillary Spitalieri, Common Branch Teacher Sue Stevenson, Common Branch Teacher/Test Coordinator Lorraine Vazquez, Dual Language Teacher (Spanish Lab) Mayda Umana, Dual Language Teacher (Spanish Lab) Jackie Santiago, Dual Language Teacher (Spanish Lab) Lisa Barbosa, Bilingual Paraprofessional (Spanish) Diane Werner, Bilingual Paraprofessional (Spanish) Maria Licata, Bilingual Paraprofessional (Spanish) Miah Tashlima, Bilingual Paraprofessional (Bengali) Aferdita Qjoisa, Bilingual Paraprofessional (Albanian) Stephanie Mulea, Paraprofessional (assists with the screener) Rita Diaz, Parent Coordinator (Spanish) Kimberly Worsdale, Assistant Principal/Coordinator</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Rita	Diaz	Parent Coordinator	2021	Yes	Rita Diaz
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

First Name	Last Name	Title
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Spanish	177	37.2%	176	37.29%
Arabic	10	2.11%	10	2.12%
Tamil	1	.21	2	.42
Bengali	13	2.75	13	2.75
English	269	56.87%	268	56.78%
Belorussian	1	.21%	1	.21%
Albanian	2	.42	2	.42

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	18	18
Bengali	1	1
Arabic	1	1
Albanian	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>During enrollment as we welcome the parents to our school we ask about their preferred language and method of communication. Once the parents/ guardians specify a language, we use a staff member who fluently speaks and understands the parents' language. We also use the last section of the HLIS (Home Language Identification Survey) to identify the parents/ guardians' preferred languages and record them in ATS. Moreover, we notify the classroom teachers and staff members of the parents' preferred languages in case they need to contact them for any reason.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Newsletter	Monthly	Use of staff and DOE translation and interpretation office, as needed
Notices	Daily, Weekly, monthly	Use of staff and DOE translation and interpretation office, as needed
Report Card Comments	Each Term	Use of staff and DOE translation and interpretation office, as needed
DOE protocols and procedures	As needed	Use of staff and DOE translation and interpretation office, as needed
School-side protocols and procedrues	As needed	Use of staff and DOE translation and interpretation office, as needed
Parent Workshop Notices	As Scheduled	Use of staff and DOE translation and interpretation office, as needed
Announcements	As Needed	Use of staff and DOE translation and interpretation office, as needed
Progress Reports	Three times a year	Use of staff and DOE translation and interpretation office, as needed

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.
PTA Meetings	Monthly	Use of staff and DOE translation and interpretation office, as needed
Parent Teacher Conferences	November, March, and as needed	Use of staff and DOE translation and interpretation office, as needed
IEP Meetings	As scheduled	Use of staff and DOE translation and interpretation office, as needed
Curriculum Night	As Scheduled	Use of staff and DOE translation and interpretation office, as needed
Parent Workshops	As scheduled	Use of staff and DOE translation and interpretation office, as needed
Individual Meetings	As needed	Use of staff and DOE translation and interpretation office, as needed
Orientation	As scheduled	Use of staff and DOE translation and interpretation office, as needed
Registration	As needed	Use of staff and DOE translation and interpretation office, as needed

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..)	Based on parent language preference, we utilize school staff to support communication as much as possible. We also use Robocalls, text messages, and emails. If needed, we will use the translation and interpretation unit to communicate with families who we do not have a staff member who can speak in their language of preference. In the event of an emergency and the likely inability to get support from the translation and interpretation unit, we will use DOE resources, and Microsoft Translator.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..)	Based on parent language preference, we utilize school staff to support communication as much as possible. We also use Robocalls, text messages, and emails. If needed, we will use the translation and interpretation unit to communicate with families who we do not have a staff member who can speak in their language of preference. In the event of an emergency and the likely inability to get support from the translation and interpretation unit, we will use DOE resources, and Microsoft Translator.
(C) If a parent has an emergency and needs to contact the school.	Parents can call the school at any time and as needed, staff members speaking their language of preference will support. Furthermore, we will use the translation and interpretation unit.

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	Digital copy available in the staff handbook and on the acknowledgement page
Over-the-Phone Interpretation Desk Aid	Staff handbook, flyers, email
Language Access Handbook	Staff handbook digital link
T&I Unit InfoHub Link	Staff handbook digital link, flyers, 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).	At our opening faculty conference and in our staff handbook we outline translation and interpretation supports and resources for our school community. Our Language Access Coordinator, Rita Diaz, ensures staff has a comprehensive understanding of the resources available as translation and interpretation are needed.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ 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 	<p>To the best of our ability we will communicate to ensure our families have the information necessary to have a safe and successful school year. Through use of DOE website resources, the translation and interpretation unit, purchase of bilingual and multi-lingual resources, we will ensure the following are provided in the language of preference, including, but not limited to: - Multi-lingual signage - All flyers and family letters - All Family engagement events - Family handbook - School Messenger Robo Calls and texts - Ongoing notices - Operoo which translates every notice to the parents' preferred language. - Bilingual staff members</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Through the use of google form surveys, we will request feedback and guidance to ensure we are supporting parents in their language of preference. We plan to celebrate Identity throughout the year and during those scheduled time, we will engage families to learn more about them and how they prefer to communicate, engage and interact with the school.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Based on survey results we have continued to monitor and raise awareness about ensuring clear and preferable communication with families. Staff is in constant communication with families and at anytime if there's a change in preferred language it will be communicated with the LAC and the main office.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

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

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

PART A: SCHOOL INFORMATION

Name of school:	Public School 16: John J. Driscoll School
DBN:	31R016
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	48
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>We are implementing an ENL Newcomers program that will enhance our entering and emerging ELL population from grades K-5. These students also qualify to be serviced under our Immigrant Funding. This after school program will run for 10 weeks starting in January 2022 and ending in April 2023. The program will be instructed by our ENL teachers, and will run from 3:00pm -4:30pm, Session one on Wednesdays and Session two on Thursdays after school. The language of instruction will be English and there will be four classes with 10-15 students in each group. We will be using the research-based supplemental program Finish Line. On Wednesday and Thursday the program will be divided into two sessions, with one hour of instruction in Reading/Writing using Finish Line program. The program supervisor will regularly observe instruction and provide timely and effective feedback to the staff, to enhance instructional practices in the classroom. The program supervisor will support the staff with implementation of instructional initiatives and necessary training or support. All students in Grades 1-5 will also receive additional support using intervention supplemental programs such as Sound Sensible and SPIRE, which are whole language, phonemic development program emerging students in expanding their phonemic development. Also, we have purchased a licensure with Imagine Learning, a supplemental computer based program that reinforces reading, writing, listening and speaking skills for English Language Learners. Teachers will also utilize Focus in on Reading to build language acquisition as well as practice ELA strategies. These programs help students acquire the English Language through content driven lessons and standard based learning incorporated into each lesson. All four modalities of English Language acquisition will be incorporated into each lesson. These programs are additional supplemental programs . The materials aforementioned, are supplemental and distinct from those used for daily instruction. Moreover, we are partnering with Sundog Theater program to better support the students' language acquisition through an interactive literacy program where the students will learn and practice using punctuation marks properly by building/ writing sentences following proper sentence structures.</p>
<p>Rationale</p>	<p>In order to support and enhance second language acquisition, students need opportunities beyond daily classroom support and imbedded practices to continue growing. By having students work with language learning peers in small groups with a focusing on the use of discussion and cooperative learning supports building language and peer-to-peer collaboration. Giving students more time to explore language within these extra curricular blocks further enhances the strong foundation they will receive during the school day.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Entering and Emerging Students from K-5, with a focus on our Hispanic students as a subgroup identified in our CEP ELP goal.</p>
<p>Schedule and duration</p>	<p>Two sessions; total of 4 classes Session 1 Wednesdays, two teachers, two student groups Session 2 Thursday, two teachers, two student groups</p>
<p>Language of instruction</p>	<p>In order to enhance our students' acquisition of the English Language, instruction will be provided in English with appropriate supports and modifications to support students' individual needs and path.</p>
<p>Number and types of certified teachers</p>	<p>2 teachers, all TESOL or Bilingual Certification</p>
<p>Types of materials</p>	<p>FinishLine New York ELLs and Imagine Learning Platform</p>
<p>Include any additional details here:</p>	<p>Collaboration with CBO Sundog to enhance language and literacy through Theater.</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School</p>

Grades to be served in this program. Select all that apply.	,2,3,4,5,K,1
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PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider 	<p>With close to 25% of our student population identified as English Language Learners, school-wide pedagogical support continues to be a priority at PS16. In order to support school-wide goals our school 's professional development program for Title III teachers emphasizes collaboration between the classroom teacher and ENL teacher. Providing consistency and coherence among our push-in ENL teachers and their colleagues is vital to the success of students. The collaboration allows for continuity of expectations and implementation of instruction. This is accomplished through having two common preparation periods each week. During this time, ENL teachers meet with classroom teachers in order to identify student needs to plan multiple entry points for all learners in order to maximize the teaching and learning during their work sessions. Collaboratively, the teachers will plan scaffolding of questions, tasks and visually engaging learning opportunities for ELL students. As part of our Title III plan we will conduct a book study with the ENL Teachers and Dual Language teachers. The teachers will be paid from the 10% of the Professional Development monies in the Title III budget. Our Dual Language and ENL Model Teachers, Sally Martinez and Alexandra Scribani, will facilitate the book study on developing vocabulary skills. We currently have 6 licensed Bilingual teachers in grades K-5. This book study will be 6 sessions, on Wednesdays in November and December for 1hr. After the book study is completed, these 6 teachers will turnkey the strategies to our general education teachers during the required Professional Development morning sessions in January. Professional Development will be held on Monday afternoon from 2:40-3:20 for approximately 10 sessions from September 2022- April 2023. The PD Calendar below includes ELA, Math, and content planning among classroom teachers and ENL teachers. The topics related below will impact instruction for ELL 's tremendously as they are focused on specifically in each session. 9/20 Prek, Rm 128 K-2, Room 3-5, Room Clusters Paraprofessionals Unit 1, Parent Sessions, Trips ENL Strategies for ELA and Math Spec Ed Referral, Tracking overview PBL: Including ENL strategies to support multiple points of entry Goal Setting & Growth Mindset 9/27 Prek All Teachers Paraprofessionals Parent Session ELA MOSL Scoring 10/4 Prek K-3 & 4-5 ELA Teachers 3-5 MathTeachers Paraprofessionals Prek - Unit 2 ELA Next Gen Lrng Strdrs Crosswalk, Advanced Literacy for MLLs Supporting MLLs in Spec Ed Setting 11/8 PreK K-2 Teachers 3-5 MathTeachers Clusters Paraprofessionals Pre-k - Data analysis K-2 Spec Ed Referral, Tracking 3-5 Math Teachers: Standards Trends, Data Dive: Subgroup analysis Smart Amp, Part 1: Reaching all students, including MLLs and SWDs through multi-media sources 12/6 PreK K-5 Teachers Clusters Paraprofessionals Unit 2 Math Next Gen Standards Crosswalk Smart Amp, Part 2 Supporting MLLs in Spec Ed Setting through out the content areas, supporting teaching and learning. The remainder of the calendar will be uploaded, as we proceed to meet our school 's professional development goals, according to an ongoing needs of our school for the remainder of the year. Our ENL team will turn key topics related to implementation and compliance of CR 154, planning and implementing instructional ESL strategies driven by goals retrieved from the NYSESLAT data and our school wide Learning Focus Area, as well as, an introduction to the use of SIOP in ENL lessons. This will support the school-wide instructional focus. The book study will focus on the incorporation of language objectives, planning around the Next Gen Listening and Speaking Standards as well as high quality discussions among students while engaging in learning in the content areas. Our ENL teachers will attend district works hop learning series sessions from October 2021 - June of 2022, as available. We will collaborate with district support to increase language proficiency goals, creating language objectives when designing instruction and progress monitor to ensure that instructional practices align to students strength and needs. Teachers will attend professional development works hops offered throughout the district as well as offered from DELLSS. We will actively seek workshops which will strengthen instructional strategies and pedagogical models maximizing teaching and learning for all ELLs. We will identify various opportunities throughout the school year. The principal will maintain all records in her office in a secure file cabinet. Agendas will be made for each turnkey works hop and held in a binder. Sign in sheets will be kept to track regular classroom teachers and ENL/Bilingual teachers participation and attendance.</p>
<p>Rationale</p>	<p>A book study builds collaboration of teamwork and ownership of needs for our students. By providing time for teachers to discuss ways to support of language learners, sharing and developing best practices is enhanced.</p>
<p>Teachers to receive training</p>	<p>All teachers will receive training on how to support and build language skills, as this is an important skill that teachers need.</p>
<p>Schedule and duration</p>	<p>After-School during Monday PD time, minimum of 10 sessions from September 2022 to April 2023.</p>
<p>Topics to be covered</p>	<p>Language Acquisition and Advanced Literacy: tools, modifications and supports to enhance students English Language Proficiency.</p>
<p>Name of provider</p>	<p>TESOL Teachers and ENL Coordinator/Assistant Principal</p>
<p>Include any additional details here:</p>	<p>n/a</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities 	<p>Our school offers many activities focused on parent engagement, specifically for parents of our second language learners in order to promote academic achievement among ELLs. P.S. 16 has a full service parent center, in which families can attend workshops, by attending scheduled Google Meets. These workshops are provided in English and Spanish. Our school employs a full-time bilingual Parent coordinator, and part-time Bilingual school social worker, part-time Bilingual psychologist and a full-time Bilingual Guidance Counselor to support the linguistic needs of our students and families. We utilize our bilingual staff to assist teachers in making contact with parents concerning their children's academic and social and emotional progress, needs or concerns at parent / teacher conferences, ENL annual parent meetings, Special Education IEP meetings, as well as during any meetings the parents might have with the teachers that require language support. Parents will attend workshops during the school day that are held twice a month beginning in September and running through June, held virtually in Google Meet. There are 20 parent sessions a year, for 1 hour each session. Based on feedback from the PTA, SLT, and a parent survey, some of the parent requested topics include; Welcome Back: an informational meeting for Ell parents to learn a bout the curriculum, specific academic strategies and skills used support language acquisition and proficiency. There are also informational sessions pertaining to the State Exams: NYSESLAT, ELA, Math testing and the modifications for ELL students, support in understanding the writing process and the progressions of reading as indicated by the standards. In addition, we will provide opportunities with methodologies to support the extension of learning at home and through local venues in our community. We look forward to inviting our parents into the classrooms to share in their child's learning monthly, during our parents as learning partners events, once we are able to safely accommodate our parent population, with COVID and vaccination requirements. During the 2022-2023 academic year, parents will be invited to virtual visits for our Writer's Celebrations, ensuring parents still have access to their child's learning and classroom environment (pending the Pandemic Vaccination status for entry.) Educational Workshops on Health and Nutrition are conducted three times throughout the school year, coordinated with the Parent Teacher Nights. These works hops include: Asthma, Flu and germ prevention, stress management and lead poisoning. As part of our Respect For All program, there are bi-monthly works hops on bullying and cyber- bullying. These works hops are facilitated by Rita Diaz, our bilingual parent coordinator and our Respect for All liaison, Bilingual Guidance Counselor Jen Colon. Additionally, during the Middle School Application process, our Parent Coordinator will host information sessions supporting the parents in accessing, completing and submitting their application through virtual parent meetings. PTA meetings are held once a month, on the third Wednesday, with alternating day/ evening times. All l of these meetings are conducted in both English and Spanish. Following each day time PTA meeting, bi-monthly there s a Family Literacy works hop provided for parents, with home language interpreters present, hosted by the Bilingual Parent Coordinator. All home/school connection information and events are provided in both English and Spanish in both physically in the building as well as virtually on our Google platform. Flyers and school calendars are sent home with students, shared digitally through email, posted on dismissal and arrival doors, posted on the bulletin board outside the parent center, and placed on our school website. Our Parent Coordinator will maintain all records in a Title 3 binder with attendance, agendas and materials shared. All communication will be provided in the parents' preferred language of choice, through available bilingual staff members or through the use of the Translation Unit.</p>
<p>Rationale</p>	<p>Parents as a vital partner in the process of advancing our students' academically, socially and emotionally. Parents need support and by partnering with the school and their child's teachers, we are bridging the home and school connection.</p>
<p>Schedule and duration</p>	<p>Twice a month at minimum, one hour sessions evenings and afternoons during the week.</p>
<p>Topics to be covered</p>	<p>*Welcome Back: an informational meeting for Ell parents to learn about the curriculum, specific academic strategies and skills used support language acquisition and proficiency. *Academic and social and emotional progress support the linguistic needs of our students and families *Supporting Students with Disabilities and Language Learners: Understanding Your Child's Disability and Ways to Support at Home *There are also informational sessions pertaining to the State Exams: NYSESLAT, ELA, Math testing and the modifications for ELL students, support in understanding the writing process and the progressions of reading as indicated by the standards. *In addition, we will provide opportunities with methodologies to support the extension of learning at home and through local venues in our community. *Educational Workshops on Health and Nutrition are conducted three times throughout the school year, coordinated with the Parent Teacher Nights. These works hops include: Asthma, Flu and germ prevention, stress management and lead poisoning</p>
<p>Name of provider</p>	<p>ENL Teachers Classroom Teachers Parent Coordinator Administration</p>

How parents will be notified of these activities	Operoo, RoboCalls, Flyers, Google Classroom Notification and Backpacked Flyers
Include any additional details here:	n/a

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	3238.80	Teacher's salary= 2 Teachers, 20 sessions/ 1.5 hours per session. 30 hours x = 3,238.80
Purchased services -High quality staff and curriculum development contracts.	5,500	Sundog 3D Literacy Program: NYC through Our Eyes
Supplies and materials -Must be supplemental. - Additional curricula, instructional materials. -Must be clearly listed.	2910.60	Finish Line New York ELLs K-5 Student and Teacher Materials
Educational Software (Object Code 199)	N/A	n/a
Travel	960	Circle Cruise trip for the parents and students, highlighting the major landmarks and structure of NYC.
Professional Development: Book Study and Parent Workshop	1488.30	TESOL facilitated Book Study, minimum of 10 sessions during Monday PD time building the capacity and sensitivity to culturally diverse practices for vertical implementation and alignment.
TOTAL	14097.70	As noted above

Allocation Amount (\$):	14,883
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Activities document.

Directions:

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

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

<p>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.</p>	<p>In order to provide access and opportunities for all students to meet state standards, the following Professional Learning will be provided: - ELA and Math Learning Progressions - standards based progressions across grade level bands to ensure a greater level of expectations for learning. Standard based progressions will allow students an entry point to the standard with specific strategies to build from where they are to access the grade level standard. This also allows students who have mastered grade level standards to see the next level as a means to enrich and/or extend learning. Use of the learning progressions benefits teachers, paraprofessionals and students due to the clear expectations for learning across grades as well as specific activities and strategies to clearly articulate student mastery across standards. Students also benefit from progressions as means to elevate self and peer assessment. - Impact Teams are created to analyze standard based work in order to create a clear indication of strategic next steps so that teachers pinpoint student strengths and needs. Data analysis serves as a strategic professional learning experience for teachers and paraprofessionals to identify and prescribe based on student strength and need.</p>
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Part 4: Schoolwide Program (SWP)

<p>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.).</p>	<p>As part of a transition plan from Prek to Kindergarten, students visit kindergarten classrooms at various times of the day throughout May and June. Students have the opportunity to experience aspects of the instructional day. In addition, Kindergarten orientation, school visits and walkthroughs are offered to families. These are scheduled at varying times to accommodate families as they prepare for their child's transition. During family workshops, parents are invited to experience aspects of the curriculum as well as varying programs including SEL and the arts. Our Special Education supervisor sets up learning sessions and visits for families of SWDs to inform and offer support as needed. Our ENL team and Parent Coordinator collaborate to support families of second language learners to ensure support and clarity around instructional practices. Each of these subgroups, all subgroups, are provided with opportunities to learn about the school day, resources, supports and structures provided to meet the needs of all learners as they enter Kindergarten and beyond.</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 consolidated². **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	staffing, supplies, trips, parent engagement	x	x
Title I, School Improvement 1003(a)	Federal	staffing, supplies, trips, parent engagement	x	x
Title II, Part A	Federal	technology , resources, supplies	x	x
Title III, Part A	Federal	ENL core instruction, supplemental support, parent engagement, materials. Salary and per session	x	x
Title III, Immigrant	Federal	salary, per session, parent engagement, materials, supplies	x	x
Title IV, Part A	Federal	resources, supplies	x	x
Tax Levy (Fair Student Funding)	Local	staffing salary, per session, per diem	x	x

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.

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

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

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

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher

per 15-18 students);

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and comprehensive analysis of its data, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Area of Concentration (AOC).

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
NYCID	Chronic Absenteeism	Mentor program, home visits, incentives,	Attendance
NYCID	Parent Engagement	Workshops, Courses/Classes/Training, Family Events	Parent
NYCID	At risk	Mentoring at risk, Social Work Counseling	DESSA DATA

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>Our CBO will participate in our weekly cabinet meetings to ensure a collaborative effort in all areas of our Community School foci. In addition, we will have a weekly behavioral support team meeting to ensure continuity, consistency and collaboration in all efforts to support students' social emotional growth and development. Our CBO director will attend our School Leadership Team meetings as well in order to collaborate on school wide goals and connect with staff and family alike as we focus on student and family needs.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Our CBO will participate in School Leadership Team meetings, build relationships with families through workshops and home visits, as well as creating a home to school bridge for attendance and social emotional growth and development. In effort to increase family and student voice, we will have surveys, workshops and training sessions to increase collaborative decision making and meeting community needs. We will create opportunities for families to learn more about our mentor structures in order to make a greater impact on student achievement and attendance. Our focus on mental health will create not only structures for students to thrive, but also a means to support families with resources based on their needs as well.</p>

Expanded Learning Time (ELT)

3. Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Through our mentoring and social work collaboration, we will create structures and systems which will directly impact student attendance. As part of our incentive programs, students will be connected with a mentor. The mentor will have scheduled check-ins, incentive programs tailored to student needs and interests as well as a connection due to ongoing communication with families. Home visits will take place weekly as a means to connect directly with families to bridge the home to school connection. It will serve as a means to create relationships in order to provide families with resources and beyond. Conflict resolution and restorative justice practices will be a focus in our CBO hub in order to further develop social and emotional development among peers in our school community. We will collaborate to serve an extension to services with other organizations so that students and families needs are met.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>As part of our weekly cabinet meetings, we will review attendance data reflecting chronic absenteeism as well as at risk attendance. This collaboration will drive our decisions around student/family support, incentives based on need and interest, as well as home visits. Our Mentors will not only connect with students, but also with families to create a home-school partnership for success. Our Mentors will build relationships with students and families alike to ensure needs and interests are met. Use of surveys with students and families will also provide necessary data with their voice as a driving force to meet needs and interests. We will focus on various resources throughout our school community to impact greater gains in attendance and overall student achievement. In an effort to dig deeper into poor attendance data, we will rely heavily on the connections made with families through surveys, home visits and beyond.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>In effort to meet the needs of our school community, we will collaborate to ensure that highly qualified and diverse staff, reflecting our school community, are hired to support students and families. Through collaboration with our Language Access Coordinator, we will ensure that communication to families is in their language of choice. All students, including ELLs and/or SWDs, will benefit from resources and opportunities created through our CBO. Family workshops around community resources, attendance incentives, arts and cultural activities as well as mental health resources will be provided to ensure all families have access to strengthening their child's academic experience.</p>

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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