

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	31R042
School Name	P.S. 042 Eltingville
Principal	Brian Sharkey

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:	P.S. 42 R
District Borough Number (DBN):	31R042
Grades Served:	PK-5
School Address:	380 Genesee Avenue
Phone Number:	718-984-3800
Fax:	7182276358
School Contact Person:	Brian P. Sharkey
School Contact Person Email Address:	bsharke@schools.nyc.gov
Principal:	Brian P. Sharkey

United Federation of Teachers (UFT) Chapter Leader:	Jaime Reyes
Parents' Association President:	Antoinette Peckerman
SLT Chairperson:	Jaime Reyes
Title I Parent Advisory Council Chairperson (PAC):	n/a
Student Representative(s) Middle /High School:	n/a
Student Representative(s) Middle /High School:	n/a
Community Based Organization (CBO) Representative:	n/a
School-Based Students in Temporary Housing (STH) Liaison:	Jackie Silber

District Information

Geographic District:	31
Superintendent:	Dr. Marion Wilson
Superintendent's Office Address:	715 Ocean Terrace Staten Island, NY 10314
Superintendent's Email Address:	mwilson11@schools.nyc.gov
Phone Number:	718-556-8357
Fax:	718-420-5677

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	
Brian P. Sharkey	Principal or Designee*		
Jaime Reyes	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Antoinette Peckerman and Erica Maggiore	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
n/a	District Council 37 (DC 37) Representative (staff), if applicable		
n/a	Title I Parent Advisory Council Chairperson (or alternate)		
n/a	Student Representative (Required for middle and high schools)		
n/a	Student Representative (Required for middle and high schools)		
n/a	CBO Representative, if applicable		
Kaitlin Silverstein	Member/Staff		
Alexa Garetano	Member/Staff		
Danielle Vaccaro	Member/Staff		
Cristen Vista	Member/Staff		
Ronald Hazen	Member/Parent		
Tracy Li	Member/Parent		
Toniann Miraglia	Member/Parent		
Rosanna Gottlieb	Member/Parent		
	Member/Staff		

<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>Our current Student Demographics breakdown consists of: • Asian – • Black – • Hispanic – • White - • ENL – • S.W.D's – The current Instructional Program consists of learning environments that include: • 22 General Ed. Environments (17 GE Classrooms & 5 Full Remote) • 10 ICT Environments • Self Contained Environments - (12:1:1) 1 (12:1) • 6 Gifted & Talented Environments • 3 Full Time Pre-K Environments • 3 Full Time ENL Providers • 1 IEP Teacher / Provider</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	Into Reading	
Math	K-5	Envisions	

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)

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	46	By June, 2023, Elementary/Middle School ELA for All Students will Increase 29%, from 46 to 75, as measured by grade level performance on the MAP assessment in grades 3-5.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Exact Path	An increase in the number of students performing at or above grade level.	Acadience K-2 and MAP Growth 3-5	11/29- 70% of students will perform at or above grade level.	2/28- 72% of students will perform at or above grade level.	6/15- 75% of students will perform at or above grade level.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/15/2022	Administer Acadience/MAP Growth Screener
11/16/2022	12/23/2022	Monitor Student Progress via Exact Path. Provide targeted lessons for students not at grade level using iReady data. IXL, NewsELA, RAZ Kids, Reading A to Z, Into Reading Supplemental materials.
12/23/2022	01/31/2023	Monitor Student Progress via Exact Path. Provide targeted lessons for students not at grade level using iReady data. IXL, NewsELA, RAZ Kids, Reading A to Z, Into Reading Supplemental materials. Utilize Tier 3 interventions as needed such as small groups/individual with teacher/paraprofessional.

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	Small group tier 2 skills-based interventions. Fountas and Pinnell Intervention Kits/Sound Sensible/SPIRE
04/01/2023	05/15/2023	Small group tier 2 skills-based interventions. Fountas and Pinnell Intervention Kits/Sound Sensible/SPIRE
05/15/2023	06/25/2023	Tier 3 skills-based interventions. Utilize Tier 3 interventions as needed such as small groups/individual with teacher/paraprofessional. interventions. Fountas and Pinnell Intervention Kits/Sound Sensible/SPIRE

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)
09/09/2022	06/25/2023	Educate families on Exact Path	
09/09/2022	06/25/2023	Educate families on Fountas and Pinnell	

Human Resources	Instructional Team, Administration,
Instructional Resources	Curricula, Assessments
Schedule Adjustments	As needed (intervisitation)
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)

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	40	By June, 2023, Elementary/Middle School Math for All Students will Increase 20%, from 40 to 60, as measured by MAP Growth.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
Exact Path	An increase in the number of students performing at grade level.	MAP Growth	Target 11/29- 60% of students at or above grade level.	Target 2/28- 62% of students at or above grade level.	Target 6/15- 65% of students at or above grade level.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	11/15/2022	Administer Screener- MAP Growth K-5
11/16/2022	12/23/2022	Monitor Student Progress via Exact Path- provide targeted lessons for students not at grade level via Exact Path Data. Incorporate daily fluency practice, daily spiral review
01/01/2023	01/31/2023	Monitor Student Progress via Exact Path- provide targeted lessons for students not at grade level via Exact Path Data. Utilize Tier 3 interventions such as small group with teacher/paraprofessionals. Reflex Math, IXL

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	03/31/2022	Small group tier 2 skills-based interventions- Reflex math, IXL, individual learning paths in Exact Path
04/01/2023	05/15/2023	Small group tier 2 skills-based interventions-Reflex math, IXL, individual learning paths in Exact Path
05/15/2023	06/28/2023	Tier 3 skills-based interventions- Reflex math, IXL, individual learning paths in Exact Path. Targeted small group instruction with teacher/paraprofessional.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/28/2023	Share Data with Parents from Screeners via PD to introduce Exact Path	
09/08/2022	06/28/2023	PD for Parents on new Math program- Envisions	n/a

Human Resources	pending
Instructional Resources	Envisions
Schedule Adjustments	As needed
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)
Student voice	2021-2022	Teacher-centered learning
SEL	2021-2022	Large number of incidents among students, especially at recess
Progress Monitoring	2021-2022	We need to effectively use data from the screeners to progress monitor

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
Physical & Mental Wellness	95	By June, 2023, practices related to Social-Emotional Support will improve 5%, from 95 to 100, as measured by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October/November 2022			
DESSA	9 Competencies in DESSA	DESSA	October/November 2022	February/March 2023	May/June 2023

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	09/30/2022	Look at 2021-2022 DESSA data
10/03/2022	12/15/2022	Assign Mentors to the lowest scoring students to check in daily.
12/16/2022	01/31/2023	Implement Growth Strategies in classrooms based on fall screening data.

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	Analyze screener data and reassign mentors.
04/01/2023	05/15/2023	Use data analysis to determine if other interventions are necessary (i.e. at-risk counseling)
05/16/2023	06/28/2023	Administer spring screener and plan groups/mentors for fall 2023.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	01/31/2023	Family orientations to familiarize with DESSA.	N/A
02/01/2023	06/28/2023	SEL fair	N/A

Human Resources	Curricula, staff
Instructional Resources	DESSA portal, RULER
Schedule Adjustments	As needed
Other Resources Needed	N/A

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students are missing school	Some students are missing over 20% of school	Lack of interventions

Chronic Absenteeism 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
Economically Disadvantaged	20.5	By June, 2023, Chronic Absenteeism for Economically Disadvantaged will Decrease 10%, from 20.5 to 10.5, as measured by ESSA Data.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
ESSA Data	We will decrease the chronic absenteeism rate for our economically disadvantaged students.	ESSA Data- 20.5% Chronic Absenteeism?	September-November 2022	December-March 2023	April-June 2023

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	11/15/2022	Monitor STARS attendance report
11/16/2022	12/23/2022	Family outreach by Guidance, Attendance Teacher, School Staff
12/23/2022	01/31/2023	Implement attendance incentives/ school spirit days.

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	Continue to monitor STARS attendance report.
04/01/2023	05/15/2023	Family outreach by Guidance, Attendance Teacher, School Staff
05/15/2023	06/25/2023	Implement attendance incentives/ school spirit days.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/25/2023	Offer support through social worker	
09/08/2022	06/25/2023	Create an incentive program with families	

Human Resources	School Aides, Attendance Teacher
Instructional Resources	School Messenger
Schedule Adjustments	As needed
Other Resources Needed	

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)
Intended Results for Student	PD on Process and Interventions	Lack of clarity on the process
Provide interventions before referrals	Information Sessions for Parents	Lack of clarity

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP Completion by Increase 20, from 75% to 95, as measured by SESIS IEP Completion Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
PPT/SIT Team IEP Reviews	Alignment of IEPs across the present level of performance.	Team reviews IEPs to analyze language, alignment of goals, parent voice	11/29-Team reviews IEPs to analyze language, alignment of goals, parent voice	1/31- Team reviews IEPs to analyze language, alignment of goals, parent voice	6/15-Team reviews IEPs to analyze language, alignment of goals, parent voice

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/30/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	LRE team to meet monthly
09/08/2022	06/30/2023	Develop appropriately rigorous standards-aligned annual goals	Case Manager with IEP teacher continuously monitor
09/08/2022	06/30/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Case Manager clearly outlines the activities.
09/08/2022	06/30/2023	Ensure that programs and services mandated on each student's IEP are delivered	SEIS Reports/IEP teacher as needed (weekly, monthly)
09/08/2022	06/30/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	n/a
09/08/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Case Manager/IEP teacher as needed.
09/08/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	PPT monthly meetings.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/30/2023	P.D. on process and interventions	RPC
09/08/2022	06/30/2023	Specially Designed Instruction for Families	RPC

Human Resources	All Staff
Instructional Resources	Curricula, Goal Book
Schedule Adjustments	as needed
Other Resources Needed	

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Spire/ Tier 3	summative/formative assessments	Spire	one-to-one	during school and/or after school	no
Great Leaps Tier 3	summative/formative assessments	Great Leaps	one-to-one	during school and/or after school	no
Teacher intervention Tier 2	summative/formative assessments		small group tutoring	during school and/or after 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)
Socialization Group	teacher/parent concerns	SAPIS	small group	during school	no
School Social Worker	teacher/parent concerns	Counseling	one-to-one, small group	during school	no
Guidance Counselor	teacher/parent concerns	Counseling	one-to-one, small group	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>The school currently does not have any students in temporary housing.</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>We will provide any services and support to students and their families including counseling, material items (clothes, school supplies).</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.

Parent and Family Engagement Policy
Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community, 31R042, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
P.S. 42 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

P.S. 42, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	31
Borough:	Staten Island
School Number:	042

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	Brian P. Sharkey
Assistant Principal	Lisa Six
Coach	n/a
Coach	n/a
English as a New Language (ENL)/Bilingual Teacher	Karen Ceraulo
School Counselor	Jackie Silber
Teacher/Subject Area	Erin Boyle/Math
Teacher/Subject Area	AnnMarie Morgera/ENL Teacher
Parent	Jennifer Boyer
Parent Coordinator	Denise Sarno
Related-Service Provider	Jackie Piccirillo

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]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

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):	1047
Total number of current ELLs at your school:	86
Total percentage (%) of current ELLs at your school:	8.0
Total number of former ELLs at your school:	14
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																	0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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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>As per CR-145 students who are entering and emerging receive 180 minutes of stand-alone ENL from a certified ENL teacher. They are with students who are within one grade level. Transitioning students have the option of receiving 90 minutes of stand-alone. This decision is based on the needs of specific students at the transitioning level.</p>
<p>Integrated English as New Language (ENL)</p>	<p>As per CR-154 all students receive at least 180 minutes of integrated ENL (with the exception of some transitioning students who receive 90 minutes of integrated and 90 minutes of stand-alone ENL). This occurs when the ENL teacher pushes into the classroom and works collaboratively with the general education teacher. Currently, ENL students are grouped in a heterogeneous manner.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>The school currently does not have a TBE or a DL program.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The school currently does not have a TBE or a DL program. All students receive the required minutes based on proficiency levels. Entering and Emerging students receive 180 minutes of Integrated ENL and 180 minutes of standalone ENL. Transitioning students receive at least 90 minutes of Integrated ENL with up to 90 minutes of standalone ENL. Expanding students receive 180 minutes of Integrated ENL and Commanding students receive the support they need based on their individual needs. Use of ATS reports, STARS classroom and the monthly EDUR report help to monitor the mandated number of instructional units being provided to students. This is done by administration in conjunction with the ENL and classroom teachers.</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 school currently does not have a TBE or a DL program.</p>
<p>In which language(s) is each core content area taught?</p>	<p>The school currently does not have a TBE or a DL program.</p>
<p>How is instruction designed to include both languages?</p>	<p>The school currently does not have a TBE or a DL program.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>The school currently does not have a TBE or a DL program.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>The school currently does not have a TBE or a DL program.</p>
<p>How is the students' home language integrated into instruction?</p>	<p>The school currently does not have a TBE or a DL program.</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>Out of the 75 ELLs, 73.3% are Newcomers. We currently do not have any Students with Inconsistent/Interrupted Formal Education (SIFE). Services for Newcomers differ from those provided to Developing or Long-term ELLs in several aspects. One such difference is the emphasis on tier 1 language in addition to tiers 2 and 3. Quite often students who have been learning the language for a period of time have already acquired the basic tier 1 vocabulary words in addition to conversational language. In addition to these supports in the classroom, Newcomers receive 180 minutes of standalone ENL. This is an opportunity to enhance a student's listening and speaking skill in a smaller, risk-free environment.</p>
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<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>There is a small percentage, approximately 1%, of Long-Term ELLs in our school. The focus for these students is on the writing process and academic vocabulary. This is slightly different than developing ELLs as the instruction for the long-term ELLs is provided with less scaffolding. The focus on academic vocabulary and writing are necessary as these 2 modalities (reading and writing) are generally the last skills to be mastered by English Language Learners. Students should be given effective feedback on their writing to help them grow and reflect as writers. These students will conference amongst their peers as well as their teacher to gain more insight with their writing and get the support they need as writers. In reading, students will follow the CSR model (Collaborative Strategic Reading). This will allow the students to increase their reading comprehension skills while working in small cooperative groups.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.3% of the population are former ELLs. We provide various services to these students including integrated ENL services and small group support. The former ELLs have portfolios within the class setting to track their progress and evaluate their work. The former ELLs collaborate with current ELLs and non ELLs within the class and engage in group work.</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>When looking at the NYSESLAT results, it is quite apparent that writing is the area that is most in need of improvement. Reading is also an area that students are not performing as strongly in. This trend is across all proficiency levels. Conversely, speaking and listening, with the exception of some entering/emerging students, are the strongest areas for English Language Learners. In first grade, the speaking score decreased from previous years whereas, it was usually the highest modality. This could be a result of remote instruction and students speaking their home language more frequently at home. In second and third grade, the students scored the lowest in writing but speaking was their highest score. This trend occurs from the transitioning to the expanding students. In fourth and fifth grade, the students received the highest scores in speaking and listening but reading and writing were the lowest scores.</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>As previously mentioned, writing is the area that is most in need of improvement. Reading is also an area that students are not performing as strongly in. This data correlates to the low number of English Language Learners scoring at levels 3 and 4 on the NYS ELA and Math Assessments. Data does show that ELLs perform better on the NYS Math exam than the ELA exam.</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>Low attendance negatively impacts the achievement of English Language Learners.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home languages with the largest representation are Chinese, Arabic, Russian and Spanish. When possible we utilize staff members that can speak these languages. Other times we utilize the over the phone translation line and other translation resources that are available to us. School information is always sent home in their home language as well as English. Daily health screenings are available and utilized in various languages. The ENL teachers are always readily available to support the classroom teachers and parents at all times.</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 racial and ethnic classifications of ELLs at the school are predominately white, Asian and Hispanic. When planning and delivery instruction we are very mindful of our ELL students and that they see themselves, as well as others, in the curriculum. We are working on building culturally responsive libraries in every classroom to complement the new curriculum Into Reading. The texts students are reading are culturally diverse. Students are exposed to different words and cultures when reading and there are classroom discussions based on their findings. Within these texts, students are making text-to-self and text-to-world connections.</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>Unfortunately, the majority of ELLs with IEPs progress at a much slower rate than their counterparts. These results are most likely impacted by the need for more data-driven targeted supports. This is a major focus for the 2021-2022 school year. Students with IEPs are typically our long term ELLs. The focus for this subgroup is to focus on academic vocabulary and increasing their cognitive skills by using the CSR strategy. In math, students use the SOLVE strategy to achieve success in word problems.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The ILT considers MLs/ELLs when designing all instruction. All lessons are embedded with academic language and students are provided with supports in all content areas such as sentence stems, prompts, graphic organizers, and personal toolkits. The new ELA curriculum, "Into Reading," encompasses texts that are culturally diverse. The curriculum also contains an ELL feature within the text to help the classroom teacher prepare instruction for all students in addition to what the ENL teacher provides. The CRSE framework guides the classroom teachers and staff to be affirm cultural identities and consider everyone's cultural backgrounds when implementing instruction and creating classroom environments.</p>
<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>Core content is delivered in English. When applicable, students are provided with supports in their native languages. All lessons are embedded with academic language and students are provided with supports in all content areas such as sentence stems, prompts, graphic organizers, and personal toolkits.</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>In the 2022-2023 school year, students will be utilizing MyOn, which is an online learning platform, to search and read books that are available in English as well as other languages too. Open Court is our literacy/phonics based program which fosters phonic instruction with ELL supports by including songs, chants, picture friendly materials, videos and movements. We will be utilizing a new math program, Envisions, which focuses on math content through language modalities There is an animated glossary, visual animations, solve and share experiences, visual learning bridges and ELL supports for each lesson. Teachers also use Newsela and Reflex Math as additional online supports that can be used at home.</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>We are always evaluating students and advocate for ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment. Our school utilizes Open Court for word study. If students have not mastered a specific skill on their grade level, students will have the opportunity to receive instruction on that skill specifically with another group or individually. The teacher provides instruction that incorporates student goals within the lesson or create differentiated tasks through small group instruction.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>The screening assessments that are being used is Cadience in grades K-2 and Map Growth for math in Grades K-5 and Map growth ELA for grades 3-5. Teachers will be using Fountas & Pinnell Leveled Literacy Intervention to determine each students independent and instructional reading level. Amongst guided reading groups, teachers will be using the data to mark learning trends and further instruction. The screeners are used to determine AIS groups and services. Teachers use the data to determine priority standards and group students in the class based on need.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>The IEP teacher uses Spire with students and several paraprofessionals are trained in Great Leaps. The ENL teachers continuously collaborate with classroom teachers to design/modify activities that are conducive to ELLs and ELLs with IEPs of all proficiency levels.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>We use tier 2 and 3 interventions, such as small group/individual reinforcement of skills. These interventions are based on both summative and formative assessments. Tier 2 interventions is implemented in small groups in the classroom. The teacher uses their informal assessments to drive explicit instruction. Tier 3 interventions is implemented on an individual basis either inside or outside the classroom. Progress is monitored by informal and formal assessments.</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>We utilize NYC Performance Tasks, ELL periodic Assessments, Cadience, Map Growth and teacher created assessments to inform and drive instruction. The data is analyzed to see trends across grade bands and prioritize standards. The results of these assessments also determine small group instruction and AIS services.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Whenever possible ELLs are given access to materials in their native language such as bilingual dictionaries and bilingual texts.</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>We utilize the NYSESLAT, NYS ELA, NYS Math and Cadience and Map Growth assessments to evaluate the effectiveness of the ML/ELL programs. The teachers analyze data from the summative assessments in order to teach priority standards and drive instruction.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered and scored by licensed, ENL certified whenever possible, pedagogues, such as the SETSS teacher and classroom teachers that hold an ENL license. Changes are made to the schedule to ensure that ELLs continue to receive mandated services during the testing period.</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>All ELLs have access to the Into Reading, a culturally responsive curriculum for ELA and Envisions for math. Students receive grade level instruction with the necessary modifications/supports needed support newcomers, developing and long-term ELLs.</p>
<p>b. SIFE</p>	<p>Currently we do not have any SIFE.</p>
<p>c. Newcomer</p>	<p>All ELLs have access to the Into Reading, a culturally responsive curriculum for ELA and Envisions for math. Students receive grade level instruction with the necessary modifications/supports needed support newcomers, developing and long-term ELLs.</p>
<p>d. Developing</p>	<p>All ELLs have access to the Into Reading, a culturally responsive curriculum for ELA and Envisions for math. Students receive grade level instruction with the necessary modifications/supports needed support newcomers, developing and long-term ELLs.</p>
<p>e. Long Term</p>	<p>All ELLs have access to the Into Reading, a culturally responsive curriculum for ELA and Envisions for math. Students receive grade level instruction with the necessary modifications/supports needed support newcomers, developing and long-term ELLs.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>All ELLs have access to the Into Reading, a culturally responsive curriculum for ELA and Envisions for math. Students receive grade level instruction with the necessary modifications/supports needed support newcomers, developing and long-term ELLs.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Whenever possible ELLs are given access to materials in their native language. ENL is the only program offered at this school. Students are given access to bilingual dictionaries and bilingual texts (if applicable). Students have other peers in their home language to converse with during the lessons.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>

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>Throughout the year CRSE is embedded in all PD. All staff participates in book studies and other professional learning opportunities to meet the academic and social emotional needs of MLs/ELLs. The school follows the SEL RULER approach in which students have daily check ins regarding their feelings. In addition, the families of ELLs were also asked about the social emotional status of their child/children.</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>This is a work in progress as we strive to create a solid and comprehensive PD plan for the 2022-2023 school year.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>We hold think-talk groups with students and families to ensure that all students and families feel welcome and see themselves in all aspects of the school community. Due to unprecedented times, unvaccinated parents are not allowed to enter the school building. Therefore, our parent communication is conducted virtually. Zoom meetings and continuous phone calls are made in their home language to ensure that communication is clear.</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>The school holds individual parent meetings with the parents of ELLs at times that are conducive for family members. All language needs are taken into consideration when holding these meetings. Their language acquisition progress is noted on their report card with comments from the ENL teacher. Language Progress Conferences are made with the parents to discuss their progress. Language proficiency assessment results are given by email, phone or face to face interaction (zoom).</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>The school holds a Title III after school program for MLs/ELLs. This program is a project based learning program. Students are learning in a framework that involves teamwork and group skills that cover various content areas. Students are engaging in meaningful ways and learning progressively as they dive into different tasks and real world problems.</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>All new students are administered the HLIS by a trained pedagogue specifically the ENL teachers. If considered eligible for the NYSITELL, students will take it within 10 school days and all necessary meetings will take place with families. The parent coordinator hosts general parent meetings, which ELL families are encouraged to attend. The ELL students are welcomed to participate in the after-school Title III program which is conducted by the ENL teachers. The school also offers after-care program five days a week. Students have access to homework assistance.</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>Karen Ceraulo-ENL Teacher AnnMarie Morgera-ENL Teacher Pamela Smith-Special Education Teacher Lisa Six-Assistant Principal The process of ELL intake includes screening all students that are new to the DOE. First, informal interview is conducted by any of the names mentioned above. After, any of the trained pedagogues will decide if the student will be given the NYSITELL. Once the results are received, the ENL teachers place them accordingly to their proficiency level and grade.</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
Denise	Sarno	Parent Coordinator	2021	no	
Lisa	Six	Assistant Principal	2020	yes	

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	739	88.5	734	87.9
Chinese	58	6.95	52	6.23
Albanian	3	.85	2	.24
Cantonese	n/a	n/a	1	.12
Mandarin	n/a	n/a	5	.6
Spanish	10	1.2	11	1.3
Arabic	12	1.44	16	1.92
Russian	8	.96	8	.96

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	3	3
Chinese	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>When a parent or guardian registers a student, they complete the HLIS. On the HLIS they indicate their preferred language for written and oral communication. On any forms that are not readily available in translated versions, the school utilizes the Office of Translation and Interpretation. Pedagogues will utilize the translation line for lower incidence languages as well. Additionally, paraprofessionals are utilized to translate in both oral and written situations such as parent meetings, emergency school notices and report cards.</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.
Family Handbook	Upon Registration	Utilize the Translation and Interpretation Unit
Welcome Letter	September	Utilize the Translation and Interpretation Unit
Curricula	September	Utilize the Translation and Interpretation Unit
Discipline Code	September	Utilize the Translation and Interpretation Unit
IEP	Upon Parent Request	SEGIS/Utilize the Translation and Interpretation Unit
Emergency Cards	Upon Registration	Info Hub
School /City Calendar	Monthly	Utilize the Translation and Interpretation Unit/Google translate
Media/ Trip Consent Firms	As needed	Info Hub/Utilize the Translation and Interpretation Unit/Google translate

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher	2-3 Times annually	Utilize the Translation and Interpretation Unit/Google translate
Parent Engagement Opportunities	monthly	Utilize the Translation and Interpretation Unit/Google translate/Parent and staff support
IEP Meetings	as needed	Utilize the Translation and Interpretation Unit and other approved vendors
Think-Tanks	monthly	Utilize the Translation and Interpretation Unit/Google translate/Parent and staff support

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..)	School-wide systems such as Remind app, phone./text email blasts in preferred languages.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	School-wide systems such as Remind app, phone./text email in preferred languages.
(C) If a parent has an emergency and needs to contact the school.	The parent can call the school and instant translation will be arranged.

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	training, staff email
Over-the-Phone Interpretation Desk Aid	staff email
Language Access Handbook	training, staff email
T&I Unit InfoHub Link	staff email

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	All staff members will receive an Electronic (and paper if requested) version of this regulation. After reviewing it at a Monday PD session, staff members will be required to sign off that they have read and understand the regulation. If necessary, further clarification will be provided.
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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>The school will hang the welcome poster on the bulletin board that is at the entrance of the school. Each family will receive the Parents Bill of Rights and the Parents Guide to Language Access in their preferred language. The school safety agent and all secretaries and parent coordinator will have a Language ID Guide on hand at all times. Notices of any parent engagement events , including PTA notices, will be send home in translated versions via the Translation and Interpretation Unit.</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>Google surveys, parent think tanks, community outreach</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>We continue to be mindful of the language needs of the community. Next year we will invest more resources to obtain on-site paper translation support to speed up the process of sharing written communication with families.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	PS 42
DBN:	31R042
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:	60
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	

<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>The school will conduct an ESL/ENL after-school program. All instruction will be in English with any parent information and training sent home in their preferred language. The school will utilize the services of the Translation and Interpretation Unit for this home language support. The after-school program will begin on 12/5 and end 4/28 (based on school schedule for 2022-2023 school year). The classes will run on Monday and Wednesday afternoons from 2:40- 4:10. The two certified ESL/ENL teachers, will teach the class, and these classes are for grades 1-2 on Mondays and 3-5 on Wednesdays. They are available to students of all proficiency levels. On the 2019 NYSESLAT exam, 29 students scored expanding, 8 students scored transitioning, 2 scored emerging and 0 scored entering. We will utilize the MyOn online literacy resource. This program is supplemental and distinct from those used in daily instruction. This program was chosen to allow students of all levels to move at their own pace and work on the five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension. This program is a result of students under-performing on reading assessments that determine their independent reading levels. In grades K-2, very few students are receiving level 3 in reading and writing. . This application will be used to expose these newcomers to Tiers I, II and III vocabulary in addition to supporting their reading and writing skills. Additionally, these students are not meeting the criteria to satisfy ESSA when it comes to the NYS exams. Therefore, in addition to the MyOn program, all students will have access to IXL to be used at home and during the after-school program. The supplemental and distinct materials to be purchased will be from Continental Press, a new program called TEAM which is completely separate from the materials used for daily instruction (as well as IXL). This program focuses on academic language for all grades, 1-2 and 3-5. Additionally, we will purchase a subscription for BrainPop ESL to enhance the grammar and writing for the students in grades 3-5. All records, including student attendance and program notifications will be maintained by the ENL teachers. Throughout the after school program, we will also be using a project-based approach to give students opportunities to develop knowledge on thematic units and skills through engaging project sets.</p>
<p>Rationale</p>	<p>Students are given opportunities outside of the classroom to collaborate with each other with hands on activities and opportunities to converse with one another in a welcoming environment. Students will be exposed to vocabulary within thematic units and have opportunities to deepen their knowledge within that unit.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Transitioning and Expanding English Language Learners in grades 2-5 will be serviced after school.</p>
<p>Schedule and duration</p>	<p>The after school program will meet twice a week from 2:20-4:10 from the first of December to the end of April.</p>
<p>Language of instruction</p>	<p>All instruction will be in English.</p>
<p>Number and types of certified teachers</p>	<p>There will be two teachers that are ENL certified.</p>
<p>Types of materials</p>	<p>DOE chomebooks art supplies smartboard dry/erase boards/markers project-based supply kits</p>
<p>Include any additional details here:</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
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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>The MyOn program provides many opportunities and resources that we need to support the specific needs of our ELL population. The company, MyOn, offers several types of professional development opportunities. The opportunities that the ENL teachers of the after school program, will utilize are the self-paced webinars. Since the 2 ENL teachers are the only teachers providing instruction in the after-school program, it will not be necessary to provide other teachers with professional development. Additionally, the 2 ENL teachers will navigate the various features of the new programs, BrainPop ESL, IXL and TEAM to maximize their benefits. The specific webinars/ learning opportunities to be viewed/studied are: 1. IXL 2. TEAM by Continental Press 3. BrainPop 4. Exact Path- These self-paced professional development opportunities are an excellent way for the teacher to have a deeper understanding of the various resources available to students and their families. They will allow the instructor to maximize the effectiveness of the subscription and ultimately have a positive impact on the progress of the ELL students. The only cost to the program will be the four hours of per session to each teacher participating in the webinars. As the program progresses, there are other available webinars that can be viewed if necessary. Additionally, if we do not feel that we are able to utilize all of the features to their fullest capacity, we will inquire with the company about an individual (virtual) professional learning session with the ENL teachers. The agendas as well as notes and other relevant information regarding these sessions will be submitted to Mrs. Lisa Six, the assistant principal.</p>
<p>Rationale</p>	<p>Students need access to culturally responsive materials. MyOn provides students access to leveled, high interest culturally responsive books.</p>
<p>Teachers to receive training</p>	<p>ENL teachers</p>
<p>Schedule and duration</p>	<p>Each training will last 1 hour. 1. IXL- 9/14 2. TEAM by Continental Press -9/21 3. BrainPop ESL -9/28 4. Exact Path-10/12</p>
<p>Topics to be covered</p>	<p>How to use each program at school at and how parents can support their children at home using these resources.</p>
<p>Name of provider</p>	<p>Publishing Companies (BrainPOp, Edmentum)</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>In order to allow parents to be an integral part of their children’s’ learning at home, and to allow them to understand how they can utilize this reading program at home, the ENL teachers will offer several opportunities for parents to participate in virtual meetings to view the features of the software. Specifically, how to use the student and parent features. Since the content is delivered entirely online, the resources can be easily accessed at home, allowing parents to read with their students and participate in their daily learning. Additionally, there are parental login features. Parents can quickly view their student's progress on digital assignments and leave notes of encouragement for their child. The parents will be notified of the professional learning opportunities via letters, phone calls and emails. These methods of communication will be in their preferred languages of communication and will be translated by the Translation and Interpretation Unit or by staff members whenever possible. Dates of the Parent Professional Development Opportunities: Parents will be invited to monthly PD opportunities (virtually) beginning in January, 2023. Parents may attend all sessions in order to learn how to support their child at home using the MyOn, IXL, and BrainPop ESL program at home. Additionally, parents will be given the opportunity to create math manipulatives that will be used by their children in class and for homework. They will be before the evening PTA meetings in order to encourage higher ENL parents attendance rate at the PTA meetings as well as impact higher achievement for ELLs. Each month, on the last Thursday of the month, parents will be invited virtually (via Google Meets) to discuss various activities that have taken place during the after school program. This will be from 4;00-5:00 Additionally, parents will be encouraged to meet with the ENL teacher Monday and Friday mornings during parent engagement hours to clarify or inquire further about any specifics that pertain to the Title III after- school program. All parent contact, agendas and attendance from these sessions will be maintained by the ENL teachers.</p>
<p>Rationale</p>	<p>In order to allow parents to be an integral part of their children’s’ learning at home, and to allow them to understand how they can utilize this reading program at home, the ENL teachers will offer several opportunities for parents to participate in virtual meetings to view the features of the software. Specifically, how to use the student and parent features. Since the content is delivered entirely online, the resources can be easily accessed at home, allowing parents to read with their students and participate in their daily learning. Additionally, there are parental login features. Parents can quickly view their student's progress on digital assignments and leave notes of encouragement for their child.</p>
<p>Schedule and duration</p>	<p>Dates of the Parent Professional Development Opportunities: Parents will be invited to monthly PD opportunities (virtually) beginning in January, 2023. Parents may attend all sessions in order to learn how to support their child at home using the MyOn, IXL, and BrainPop ESL program at home. Additionally, parents will be given the opportunity to create math manipulatives that will be used by their children in class and for homework. They will be before the evening PTA meetings in order to encourage higher ENL parents attendance rate at the PTA meetings as well as impact higher achievement for ELLs. Each month, on the last Thursday of the month, parents will be invited virtually (via Google Meets) to discuss various activities that have taken place during the after school program. This will be from 4;00-5:00</p>
<p>Topics to be covered</p>	<p>MyOn, IXL, and BrainPop ESL Parents will be educated on how to utilize these products at home with their children. These programs are leveled and provide English Language support as well as some limited Native Language support.</p>
<p>Name of provider</p>	<p>Karen Ceraulo and AnnMarie Morgera</p>
<p>How parents will be notified of these activities</p>	<p>Translated Notices, Electronic Communication such as Email and Remind</p>

Include any additional details here:	N/A
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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	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	n/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	12,182	N/A

Allocation Amount (\$):	12,182
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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