

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	31R046
School Name	P.S. 046 Albert V. Maniscalco
Principal	Heather Jansen

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:	Albert V. Maniscalco School
District Borough Number (DBN):	31R046
Grades Served:	3K - Grade 5
School Address:	41 Reid Avenue Staten Island, NY 10305
Phone Number:	718-987-5155
Fax:	718-987-1703
School Contact Person:	Heather Jansen
School Contact Person Email Address:	HJansen@schools.nyc.gov

Principal:	Heather Jansen
United Federation of Teachers (UFT) Chapter Leader:	Grace DiMaio
Parents' Association President:	Besa Abdullahu
SLT Chairperson:	Kristen Caputo
Title I Parent Advisory Council Chairperson (PAC):	Belinda Rothman
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Shaina Smith
School-Based Students in Temporary Housing (STH) Liaison:	Enza Maresca

District Information

Geographic District:	District 31
Superintendent:	Dr. Marion Wilson
Superintendent's Office Address:	715 Ocean Terrace Staten Island, NY 10301
Superintendent's Email Address:	MWilson11@schools.nyc.gov
Phone Number:	718-420-5657
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
Heather Jansen	*Principal or Designee	
Grace DiMaio	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Besa Abdullahu	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Lisa Schiano	District Council 37 (DC 37) Representative (staff), if applicable	
Belinda Rothman	Title I Parent Advisory Council Chairperson (or alternate)	
Tara Forde	Assistant Principal	
Kristen Caputo	SLT Committee - Teacher	
Abby Aanonsen	SLT Committee - Teacher	
Mirelja Jegeni	SLT Committee - Parent	
Belinda Rothman	SLT Committee - Parent	
Marie Rivera	SLT Committee - Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Paulo Guddemi	ENL Teacher	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>Our mission is to deliver an academically rigorous and culturally responsive education that prepares every student for success, builds knowledge, strengthens character, and fosters leadership. We strive to instill a love of learning in all students by ensuring a learning environment that promotes high expectations and data-driven instruction provided by highly qualified teachers committed to forming meaningful relationships with each individual student. Theory of Action If school leaders develop strong systems to create a culturally responsive community that allows for building supportive relationships with students and their families... then teachers will be able to support and challenge students as individuals with unique interests and talents and engage in identity affirming activities that develop self-confidence... So that all students will feel emotionally and intellectually safe to challenge themselves, develop their confidence, and achieve at high levels when applying critical thinking skills to help them understand key ideas, details and connections in ELA as measured by the NWEA benchmark assessment data.</p>
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P.S. 46 strongly believes in the importance of bridging school and community. This is accomplished by establishing partnerships with local organizations and businesses to strengthen the academic experience of our students. Our school is involved in the following programs designed to provide enrichment to our students: YMCA afterschool program - this is a free program designed to allow children to learn and grow through academic and recreational based activities. Participants are given specific times to read, complete homework and receive extra academic support from YMCA trained counselors. Participants also receive a daily snack as well as an opportunity to participate in various athletic and non athletic activities. BOKS/CHAMPS afterschool program - is a free physical activity program that improves our children physically, mentally and socially by strengthening their minds and bodies through movement. Ailey Dance Kids Residency Program - funded by the SI Foundation for our K-2 students that culminates with a show for our families at the end of three months. We are an elementary school located in district 31 on Staten Island, New York with 210 students from 3K to 5th grade. We are a diverse school with a student demographic comprised of 8% Asian, 16% Black, 39% Hispanic, and 33% White. Boys account for 54% and girls 46% of the student body. English Language Learners make up 15% of the student population and Students with Special Needs make up 34%. DOE Programs: Algebra for All; Community School; Universal Literacy; Move to Improve</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	Program is Print and Remote accessible. No adaptations are needed.
Math	K-2	iReady	Program is Print and Remote accessible. No adaptations are needed.
Math	3-5	Levered	Program is Print and Remote accessible. No adaptations are needed.

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)
Students in grades K-5 reading on grade level.	Teachers College Running Records - 2021-22; AMIRA - 2021-2022	Inconsistency of student and staff attendance due to Covid; Need for PD around Tier 1 and Tier 2 interventions; Tier 3 intervention needed for more than 70% of students.
Central Message; Theme; Main Idea	Based on the June Instructional Reports 2022, students in grades 3-5 performed lowest in these area in comparison to the rest of the city.	Teaching staff tend to define these terms rather than model how to identify them; Inconsistency of student and staff attendance due to Covid.

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	53%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 53% to 58%, as measured by NWEA MAP ELA Assessments.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
MAP	All Students	53%	53%	55%	58%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Analyze standards to prioritize skills students require in order to progress within our new ELA curriculum.
09/08/2022	01/31/2023	MTSS: Provide focused, individualized, tiered support to students to address skill/standard gaps in literacy. Students will be screened via ACADIANCE (K-2)/MAP (3-5) with an additional focus on teacher practice. These practices will coincide with continuous conversation with all stakeholders through reflective conversation.
09/08/2022	01/31/2023	Professional learning on Into Reading's SEL embedded instruction to address student social and emotional needs, and it's alignment to the CRSE framework to address diversity and inclusion. This PL will help to raise teacher competency on how to help students activate their cultural schema to access challenging content.
09/08/2022	01/31/2023	Professional development provided by the school UFT Center Coach which is focused on strategies to teach phonemic awareness, fluency, and comprehension strategies, (Early childhood literacy skills) with a focus on individual skill/standards gaps. Using the multi-tiered systems of support (MTSS) structure instituted over the last two school years.
09/08/2022	01/31/2023	Instructional Leadership Teams will meet monthly to review curriculum, design schoolwide goals and facilitate the review of student data with their grade teams. Grade teams will identify target populations, research strategies to support students need and revise instructional plans in an effort to increase academic achievement of all students including SWDs and ELLs.
09/08/2022	01/31/2023	Saturday Academy (All students, including SWDs and ELLs in grades 3-5) - ELA test sophistication
09/08/2022	01/31/2023	After-school program focusing on small group Literacy support for struggling students in K-5
09/08/2022	01/31/2023	AIS Literacy specialists to push-in and pull-out at-risk students based on module assessments K-5 including ELL students and Students with Disabilities
09/08/2022	01/31/2023	The SPIRE Program for at-risk students in grades K-5

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/26/2023	Analyze standards to prioritize skills students require in order to progress within our new ELA curriculum.
02/01/2022	06/26/2023	MTSS: Provide focused, individualized, tiered support to students to address skill/standard gaps in literacy. Students will be screened via ACADIANCE (K-2)/MAP (3-5) with an additional focus on teacher practice. These practices will coincide with continuous conversation with all stakeholders through reflective conversation.
02/01/2022	06/26/2023	Professional learning on Into Reading's SEL embedded instruction to address student social and emotional needs, and it's alignment to the CRSE framework to address diversity and inclusion. This PL will help to raise teacher competency on how to help students activate their cultural schema to access challenging content.
02/01/2022	06/26/2023	Professional development provided by the school UFT Center Coach which is focused on strategies to teach phonemic awareness, fluency, and comprehension strategies, (Early childhood literacy skills) with a focus on individual skill/standards gaps. Using the multi-tiered systems of support (MTSS) structure instituted over the last two school years.
02/01/2022	06/26/2023	Instructional Leadership Teams will meet monthly to review curriculum, design schoolwide goals and facilitate the review of student data with their grade teams. Grade teams will identify target populations, research strategies to support students need and revise instructional plans in an effort to increase academic achievement of all students including SWDs and ELLs.
02/01/2022	06/26/2023	Saturday Academy (All students, including SWDs and ELLs in grades 3-5) - ELA test sophistication
02/01/2022	06/26/2023	After-school program focusing on small group Literacy support for struggling students in K-5
02/01/2022	06/26/2023	AIS Literacy specialists to push-in and pull-out at-risk students based on module assessments K-5 including ELL students and Students with Disabilities
02/01/2022	06/26/2023	The SPIRE Program for at-risk students in grades K-5

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Teachers and staff will engage families and support their understanding of rigorous Instruction and learning priorities in order to support their children at home through parent workshops, family newsletters, Parent Engagement Days, and Parent Teacher Conferences.	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Create targeted supports for all students using data gathered from parent and teacher surveys, providing increased voice to families and greater insight into student learning.	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Parent meetings about NYS assessments and standards	School Staff

Human Resources	Teachers, coaches, administrative team, data support/analyst, testing coordinator, curriculum and instruction consultant, AIS support teachers, parent coordinator
Instructional Resources	Into Reading, SPIRE, OG; Digital platforms (ex: AMIRA), Enrichment programs - Invite students and parents of ELLs to Saturday Academy.
Schedule Adjustments	Scheduled common planning for each grade and scheduled weekly professional development for each grade and/or all staff.
Other Resources Needed	Funding for; AIS push-in support, after-school programs, materials for after-school programs, curriculum and instructional consultants, and family workshops, investments in technology, minimizing equity-related achievement gaps.

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)
Understanding Fractions; Word Problems	Based on the June Instructional Reports 2022, students in grades 3-5 performed lowest in these areas in comparison to the rest of the city.	Fractions is the last unit taught in our curriculum; Need for PD around Strengthening Core Instruction.

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	33%	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 33% to 38%, as measured by NWEA MAP MATH Assessments 3

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
MAP Growth	All Students	33%	33%	40%	48%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Analyze standards to prioritize skills students require in order to progress within our new math curriculum
09/08/2022	01/31/2023	Continuous individualized practice and data review, AIS support, and common screeners to assess student progress, promote numeracy and reduce the skill/standards gap.
09/08/2022	01/31/2023	Teachers will participate in a variety of professional development workshops around advancing mathematics for all learners (All students, including SWDs and ELLs in grades K-5)
09/08/2022	01/31/2023	Saturday Academy (All students, including SWDs and ELLs in grades 3-5) - Math test sophistication
09/08/2022	01/31/2023	After-school program focusing on small group math support for struggling students in K-5
09/08/2022	01/31/2023	AIS Math specialists to push-in and pull-out at-risk students based on module assessments K-5 including ELL students and Students with Disabilities

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Conduct Impact Team Meetings, based on student formative data and MAP reports.
02/01/2023	06/26/2023	Continuous individualized practice and data review, AIS support, and common screeners to assess student progress, promote numeracy and reduce the skill/standards gap.
02/01/2023	06/26/2023	Teachers will participate in a variety of professional development workshops around advancing mathematics for all learners (All students, including SWDs and ELLs in grades K-5)
02/01/2023	06/26/2023	Saturday Academy (All students, including SWDs and ELLs in grades 3-5) - Math test sophistication
02/01/2023	06/26/2023	After-school program focusing on small group math support for struggling students in K-5
02/01/2023	06/26/2023	AIS Math specialists to push-in and pull-out at-risk students based on module assessments K-5 including ELL students and Students with Disabilities

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Teachers and staff will engage families and support their understanding of rigorous instruction and learning priorities in order to support their children at home through parent workshops, family newsletters, parent engagement days, and parent teacher conferences.	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Create targeted supports for all students using data gathered from parent and teacher surveys, providing increased voice to families and greater insight into student learning.	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Parent meetings about NYS assessments and standards	School Staff

Human Resources	Teachers, coaches, administrative team, data support/analyst, testing coordinator, curriculum and instruction consultant, AIS support teachers, parent coordinator
Instructional Resources	Levered, iReady, EngageNY; Digital platforms (ex: MAP Math), Enrichment programs - Invite students and parents of ELLs to Saturday Academy.
Schedule Adjustments	Scheduled common planning for each grade and scheduled weekly professional development for each grade and/or all staff.
Other Resources Needed	Funding for; AIS push-in support, after-school programs, materials for after-school programs, curriculum and instructional consultants, and family workshops, investments in technology, minimizing equity-related achievement gaps.

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)
Social Emotional Support/Crisis	18% of students in NEED based on DESSA 2021-22; 24 minor student infractions in 2021-22 based on OORs.	Home issues; School bullying

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	15%	By June, 2023, practices related to Social-Emotional Support will improve 20%, from 15% to 35%, 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)
		June 2022			
DESSA Data	Supportive Environment	18% of students in need	18% of students in need	16% of students in need	13% of students in need

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/30/2023	Explicit and embedded Social Emotional Learning (SEL) in conjunction with Into Reading curriculum which was chosen for its accessibility to content that is culturally relevant and its integrated approach to Social Emotional Learning.
08/01/2022	01/30/2023	Teachers focus on culturally relevant topics specific to our school community, utilizing student feedback to guide future topics and ascertaining that they see themselves as valued members of our school community.
08/01/2022	01/30/2023	Mentorship for students in temporary housing as well as daily check-ins with tiered students to ensure these students can build trusting relationships where they can feel safe and supported.
08/01/2022	01/30/2023	Professional Development for Social Emotional Wellness/RULER Training.
08/01/2022	01/30/2023	Encourage student engagement through our school wide Book of the Month initiative that focuses on various life themes and lessons. All students read and discuss the books with peers and family members. (All students, including SWDs and ELLs in grades K-5)

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Explicit and embedded Social Emotional Learning (SEL) in conjunction with Into Reading curriculum which was chosen for its accessibility to content that is culturally relevant and its integrated approach to Social Emotional Learning.
02/01/2023	06/26/2023	Teachers focus on culturally relevant topics specific to our school community, utilizing student feedback to guide future topics and ascertaining that they see themselves as valued members of our school community.
02/01/2023	06/26/2023	Mentorship for students in temporary housing as well as daily check-ins with tiered students to ensure these students can build trusting relationships where they can feel safe and supported.
02/01/2023	06/26/2023	Professional Development for Social Emotional Wellness/RULER Training.
02/01/2023	06/26/2023	Encourage student engagement through our school wide Book of the Month initiative that focuses on various life themes and lessons. All students read and discuss the books with peers and family members. (All students, including SWDs and ELLs in grades K-5)

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Provide student goals to families so they can support their children in meeting them at home.	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Monthly parent workshops in which Parent Coordinator, YMCA representatives, and volunteer teachers work together to plan and deliver workshops to support and empower families. (ex: physical & emotional wellness, safety, career building, literacy for supporting students with learning).	CBO/YMCA, Parent Coordinator, School Staff
09/08/2022	06/26/2023	Town Hall sessions to yield higher rate of family participation with opportunities for family Q and A segment.	PTA, School Staff

Human Resources	Teachers, Coaches, Administrative Team, Guidance Counselor, SAPIS Worker, Grant LSCW counselor
Instructional Resources	Into Reading (CASEL Aligned), Schoolwide PBIS, RULER, Books, Professional Development
Schedule Adjustments	Scheduled common planning for each grade and scheduled weekly professional development for each grade and/or all staff.
Other Resources Needed	Installation of Sensory Hallway; Installation of Lu Interactive - Approved through Reso A grant

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)
Increase student attendance	Attendance Data - 87% YTD student attendance for 21-22 based on ATS Attendance Reports (Insight).	Families in need of resources such as transportation, after school activities, and WiFi.
Decrease chronic absenteeism	Attendance Data - 50.9% of students have been chronically absent for 21-22 based on ATS Attendance Reports (Insight).	Families in need of resources such as transportation, after school activities, and WiFi.

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
All Students	50.9%	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%, from 50.9% to 40.9%, as measured by ATS Attendance Reports.
Black	62%	By June, 2023, Chronic Absenteeism for Black will Decrease 20%, from 62% to 42%, as measured by ATS Attendance Reports.
Students with Disabilities	49%	By June, 2023, Chronic Absenteeism for Students with Disabilities will Decrease 20%, from 49% to 29%, as measured by ATS Attendance Reports.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
ATS reports	increase in all student's daily attendance	43%	0	13%	23%
ATS Attendance Reports	increase in daily attendance for black students	62%	0	16%	32%
ATS attendance reports	increase in daily attendance for SWDs.	49%	0	15%	29%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Parent outreach across multiple platforms including the P.S. 46 website, Facebook page, Twitter, and Newsletters.
09/08/2023	01/31/2023	Student attendance awards. Partnerships with multiple community businesses for monthly awards - Wendy's; Chipotle; 5 Below; Dunkin; and others.
09/08/2023	01/31/2023	Student incentives and activities throughout the year fostering a sense of school community and pride beginning with spirit week.
09/08/2022	01/31/2023	Provide School Counselor support and outreach to families with students who are chronically absent.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Parent outreach across multiple platforms including the P.S. 46 website, Facebook page, Twitter, and Newsletters.
02/01/2023	06/26/2023	Student attendance awards. Partnerships with multiple community businesses for monthly awards - Wendy's; Chipotle; 5 Below; Dunkin; and others.
02/01/2023	06/26/2023	Student incentives and activities throughout the year fostering a sense of school community and pride beginning with spirit week.
02/01/2023	06/26/2023	Provide School Counselor support and outreach to families with students who are chronically absent.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Ongoing daily attendance outreach shared by entire team that includes parent communication log (in addition to ILOG)	Attendance Team in collaboration with CBO/YMCA and school staff
09/08/2022	06/26/2023	School website/Class Dojo for parent and schoolwide use (daily reminders, events,...) - all teachers have accounts. Messages are translated into home language for accessibility.	School Administrators/Staff/Parent Coordinator
09/08/2022	06/26/2023	Inform families of the impact of absences on student achievement	Attendance Team/School Administrators/Staff/Parent Coordinator
09/08/2022	06/26/2023	Host family events	School Administrators/Staff/Parent Coordinator/PTA

Human Resources	School Counselor, Secretary, Teachers, Coaches, Administrative Team, Parent Coordinator, PTA Members, Community Members, FACE office
Instructional Resources	attendance certificates
Schedule Adjustments	Weekly attendance meetings for the team
Other Resources Needed	Funding for: after-school programs, materials for after-school programs, curriculum and instructional consultants, and family workshops

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)
Least Restrictive Environment	35.85% of students are placed in MRE based on IEP Status. This number should not exceed 20%.	Students need additional supports; Staff not properly trained or confident in making the recommendation to an LRE.

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)	35.85	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve alignment between the PLOP, Annual Goals, and Recommended Programs and services to decrease the MRE by 15%, from 35.85% to 23.5%, as measured by the Compliance Management Platform.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
SEIS reports	Students entering/removed from MREs	35.85%	35.85%	29.5%	23.5%

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	01/31/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Review of the PLOP section of the IEP concerning assessments and present academic performance will ensure that students are placed in the appropriate setting in the least restrictive +environment.
09/08/2022	01/31/2023	Develop appropriately rigorous standards-aligned annual goals	Using standards, the Goal Book program, and class activities and strategies, IEP goals will state the standard aligned goal, and how the goal will be achieved. At P.S.46, we believe that the goals should state the "what" and "how" in order to assure that the rigorous goals may be delivered and achieved.
09/08/2022	01/31/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Through review of IEPs prior to finalization, as well as staff professional development or turnkey training, special education teachers, providers, and psychologist who complete the IEP, state the impact and effect of the disability on access, participation and progress within the general education curriculum.
09/08/2022	01/31/2023	Ensure that programs and services mandated on each student's IEP are delivered	Using the Mandated Service Report as a Tool and Guide, the Special Education Liaison will follow up with Related Service Providers and the Administration to ensure that students receive the services mandates within the IEP.
09/08/2022	01/31/2023	Conduct IEP meetings within specified compliance dates	An IEP Calendar has been developed and electronically housed on Google Drive for all service providers. Special Education Teachers and Related Service Providers are instructed to follow the calendar and plan and conduct IEP Annual Meetings one month prior to the Annual Review Compliance date. The one month date allows for times such as rescheduling due to parental choice, availability or unforeseen circumstances. Also, beginning in September 2022, the team will begin to plan triennials around the Annual Compliance Date in order to assure that all flows smoothly and efficiently. This will assure that P.S. 46 remains in compliance at all times.
09/08/2022	01/31/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The Assistant Principal will coordinate with the grade level teachers, and SBST, to ensure that all referrals that are received are appropriate for each individual student discussed. The Assistant Principal and grade level teachers will discuss Multi-tiered systems of support (MTSS) given to support the student prior to referrals. MTSS team will meet monthly to monitor referrals and recommend other services if necessary.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/26/2023	Parent workshops focused on students with special needs to provide families with strategies and supports to support their child.	Parent Coordinator, School Staff
09/08/2022	06/26/2023	Parent workshops provided throughout the year to address and assist families with understanding their child's IEPs	Parent Coordinator, School Staff

Human Resources	IEP teacher; SBST Team - Guidance Counselor/Social Worker/Psychologist; YMCA Personnel; Special Education Teachers
Instructional Resources	Goalbook
Schedule Adjustments	Schedule adjustments will be made accordingly to accommodate all stakeholders to ensure they are available as needed.
Other Resources Needed	NA

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students reading below grade level and scoring below grade level on ELA screener/benchmark assessments	OG/ELA	Small groups in classroom, pull out groups, after school 21st century grant program.	During and after school	No
Tier 2	Students reading below grade level and scoring below grade level on ELA screener/benchmark assessments	EngageNY ELA	Small groups	After school	No
Tier 3	Students reading FAR below grade level AND not making adequate progress during the progress monitoring phase of Tier 2.	AIS/ELA AMIRA	1:1 in classroom, pull out groups.	During and after school	Yes
Tier 3	Students reading FAR below grade level AND not making adequate progress during the progress monitoring phase of Tier 2.	Spire/ELA	1:1 outside of classroom	During and after school	No
Tier 2	Students scoring below grade level on math screener/ benchmark assessments	Differentiated: Guided Strategy Groups	Small groups in classroom, pull out groups, after school 21st century grant program.	During and after school	No
Tier 2	Students scoring below grade level on math screener/ benchmark assessments	Engage NY/Math	Small groups	After school	No
Tier 3	Students FAR below grade level AND not making adequate progress during the progress monitoring phase of Tier 2.	AIS	1:1 in classroom, pull out groups	During and 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)
Tier 2	Student shows signs of emotional distress or displays behavioral challenges	PBIS; Teacher/Staff check-in	Small group; 1:1	During and after School	No
Tier 2	Student shows signs of emotional distress or displays behavioral challenges	at risk services with school counselor	Small group; 1:1	During School	No
Tier 3	Student shows severe signs of emotional distress or displays behavioral challenges	Mandated counseling services	Small group; 1:1	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>	5
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Describe the services you are planning to provide to the STH population.	Students living in temporary housing situations are entitled to the same public education and services available to permanently housed students. Administration will assess the needs of our STH population throughout the school year. We will provide any educational services as needed such as counseling and academic intervention. We will also provide school supplies and/or materials as needed such as books or glasses. Our school will ensure that STH students have access to the essential programs and materials they need to progress academically and succeed in school.
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 46, 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

PS 46 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)

PS 46, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

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:	R
School Number:	046

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	Heather Jansen
Assistant Principal	Tara Forde
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Paola Guddemi
School Counselor	Antonella Iocono
Teacher/Subject Area	Stacey Bowden
Teacher/Subject Area	
Parent	Besa Abdullah
Parent Coordinator	
Related-Service Provider	Jennifer Jacobsen

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:	1
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:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	177
Total number of current ELLs at your school:	33
Total percentage (%) of current ELLs at your school:	13.8%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	0.5%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Public School 46 is currently using a Stand-Alone English as a New Language model of instruction to service our ELL/MLL population. Each period is 45 minutes in duration. The groups are no larger than 8 students. The English Language Learners are grouped heterogeneously and no more than two contiguous grades are grouped together. ELL-SWDs are grouped with no more than three contiguous ages. All entering and emerging ELLs/MLLs receive 180 minutes of Stand-alone English as a New Language Instruction. Instruction for ELLs/MLLs is in English. School wide protocols are in place for ELLs/MLLs. Public school 46 focuses on strong core instruction promoting language and literacy development and developing oral language. All ENL lessons follow the Advanced Literacy Framework and the Four Hallmarks. ENL lessons feature rich texts, discussion, writing and instruction in high-utility vocabulary in order to enhance learning and teaching across all grades. Multiple texts at different levels are read in order to support them in developing a rich understanding of a topic and in developing their reading comprehension skills. The ENL teacher builds background knowledge using students' home language when possible. Higher order thinking skills and academic vocabulary is being fostered in order to improve ELL performance on content area examinations.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Public School 46 is currently using an Integrated English as a New Language model of instruction to service our ELL/MLL population. Each period is 45 minutes in duration. All entering, emerging, transitioning, and expanding ELLs/MLLs receive 180 minutes of Integrated English as a New Language instruction/ELA instruction. Students receive core content area and English language development instruction including home language supports and appropriate MLL/ELL scaffolds. Both the classroom teacher and the ENL teacher co-plan making language instruction explicit for MLL/ELLs. Language objectives are determined by both teachers assisting ELLs in acquiring grade-level content knowledge while planning meaningful scaffolds within the lesson. They both co-plan, co-deliver, and individualize instruction for all students in class. They work together to ensure that MLL/ELLs' language proficiencies, cultural diversity, and educational backgrounds are accommodated. All commanding ELLs/MLLs receive 90 minutes of Integrated English as a New Language Instruction for two years.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</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>As per CR Part 154, all ELLs/MLLs receive language arts instruction in English as a New Language, and in English Language Arts. Entering ELLs/MLLs receive 1 unit of study in ENL, and 1 unit of study in ENL/ELA. Emerging ELLs/MLLs receive .5 unit of study in ENL, 1 unit of study in ENL/ELA and .5 unit of study in Stand-alone ENL or Integrated ENL/Content Area. All transitioning ELLs receive .5 unit of study in ENL/ELA and .5 unit of study in Stand-Alone ENL. All expanding ELLs/MLLs receive 1 unit of study in ENL/ELA. All commanding ELLs/MLLs receive .5 unit of study of Integrated ENL/ELA. PS 46 ensures these mandates are adhered to. The ENL teacher utilizes the results of the NYSESLAT and the special administration of the NYSITELL for remote students. All of this information is captured in STARS Programming for ELLs. In addition, the ENL teacher reviews the English Language Learner Data Update Report on a monthly basis to track ELL mandates.</p>
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3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	78.8% of ELLs are Newcomers at Public School 46. 9.1% of ELLs are classified as SIFE students. PS 46 adapts instruction for SIFE students to ensure they are provided pathways to meaningful participation classrooms. In addition, we aim to build environments that respond to the social-emotional, cultural, and linguistic needs of SIFE. Public School 46 utilizes the Newcomer Toolkit found on the NYSED website when newcomers arrive. Parents of newcomers are consulted to determine the extent of education in their language and their previous experience with the English language. Effective services for Newcomers differ from those provided to Developing or Long Term ELLs. Newcomers are allotted three periods of ENL instruction for the first few months of their academic school year. They are also provided with bilingual tools and peer tutoring in their native language. In addition, Newcomers are placed in an inclusive classroom environment where students' cultural differences and backgrounds are celebrated. Texts are incorporated to reflect the newcomer's ELL culture helping Newcomers feel more welcomed and to help all students better understand their new classmate. The Newcomers native language is also supported in the classroom promoting native language development alongside English language development.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Public School 46 presently has no Long-Term ELLs. Effective services are provided for Developing ELLs. Developing ELLs are provided with after school programs and AIS programs. AIS services are given to help transition the student to reach proficiency. These intervention programs focus on reading comprehension, high-utility vocabulary instruction, academic literacy, progress monitoring, and social-emotional learning. In addition, LEVERED online math program is implemented in grades 3-5 providing teachers with continuous feedback to personalize instruction while enabling students to practice their math skills. Moreover, Envisions 2.0 lessons support Developing ELLs because the program incorporates many proven strategies that help linguistically diverse learners. Lastly, Into Reading and Amira Reading programs are tailored to tutor the individual child to better meet their academic needs.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	1.7% of ELLs are former ELLs at Public School 46. The former ELL is provided with 90 minutes of Integrated ENL/ELA instruction and also receives testing accommodations on NYS assessments. In addition, the former ELL is provided with a Title III After School Program and TEST Prep After School Program. Former ELLs are continuously monitored in ELA and the Content Areas through out the academic school year.

<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>Data patterns across proficiency levels and grades consistently show that ELLs/MLLs struggle mostly in the areas of both writing and speaking on the NYSESLAT. Upon reviewing the NYSESLAT data from 2021-2022, all first grade through fifth grade ELLs/MLLs excel mostly in listening and speaking components of the NYSESLAT. Instead the writing component is an area where ELLs/MLLs struggle and have not made sufficient progress. Entering and emerging ELLs struggle on all components of the NYSESLAT: listening, speaking, reading, and writing. Transitioning ELLs have not shown sufficient progress in both reading and writing. Expanding ELLs have demonstrated progress in all modalities except writing. These findings show that all ELLs need multiple opportunities to practice their English language skills. The incorporation of multi-sensory learning will assist ELLs by infusing activities that incorporate all four language processes.</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>The relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment and the Math assessment are as follows: 1 Transitioning ELL scored an ELA level of 1, 2 Expanding ELLs scored an ELA level of 2 on the Spring 2021 ELA, 1 Transitioning ELL scored a Math level of 1, 2 Expanding ELLs scored a Math level of 1 on the Spring 2021 Math.</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>After looking closely at the EDAT, the trends show that 9.1% of ELLs are at risk to become potential Long-Term ELLs. It also shows that 5.6% of ELLs scored at a lower proficiency level on the Spring 2021 NYSESLAT than Spring 2019 NYSESLAT. The data shows there is a need to focus more on the Targets of Measure and their specific targets and to ensure the core instruction and formative assessment for ELLs is aligned to these targets. Low attendance in ELLs can influence their achievement. Students who attend school regularly have been shown to achieve higher levels than students who do not. More outreach will be made to parents of ELLs emphasizing the importance of regular attendance in order for their child to succeed.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Spanish, Chinese, Albanian, Russian, and Arabic are the home languages with the largest representation at Public School 46. Public School 46 supports and values the home languages of our students. The ENL teacher, classroom teachers, bilingual paras, and the Parent Coordinator, Tina DiGregorio, support communication with ELLs. Public school 46 provides resources in many different languages and are mindful of culturally related events and celebrations of all our students. Translation support services are provided through over-the-phone translation services, google translate, and ClassDojo Translate to help break down any language barriers between classroom and homes allowing parents of ELLs to play an even larger role in their child's education.</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 Public School 46 are as follows: 9.1% of ELLs are American Indian or Alaskan Native, 24.2% are Asian, 3.0% are Black, 3.0% are Multiracial, 6.1% are Native Hawaiian or other Pacific Islander and 54.5% are White. There are 10 students who are Hispanic and 23 students who are Non-Hispanic. Public School 46 offers a welcoming and affirming environments for all students, especially ELLs/MLLs. Our student-centered learning environments affirm racial, linguistic, and cultural identities. We have high expectations for all students and rigorous instruction. Public School 46 prepares students for rigor and independent learning, develops students' ability to connect across lines of difference, and empowers all students of social change. PS 46 is committed to provide a Culturally Responsive and Sustaining Education which affirms racial and cultural identities and fosters positive outcomes for all students. We offer an inclusive curriculum and ongoing professional learning is provided for all staff.</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>PS 46 currently has three SIFE students. All three SIFE students were exempt from taking the NYSESLAT 2022. After looking closely at the EDAT, the trends reflected in the NYSESLAT Spring 2021 for ELLs with IEPs shows that 4 ELLs with IEPs scored at various levels of proficiency. One ELL with an IEP scored at an emerging level, 2 ELLs with IEPs scored at the transitioning level, and 1 ELL with an IEP scored at an expanding level. Due to these findings, more emphasis needs to be placed on allowing ELLs with IEPs more opportunities to practice using language in context with appropriate support in various modalities. After examining these trends and findings the following need to be implemented to assist ELLs with IEPs. PS 46 needs to design instruction based on student strengths providing an important foundation for success and offering opportunities to build upon those strengths in order to address areas where the student is struggling. In addition, ELLs with IEPs need to be helped with a Multi-tiered System of Support (MTSS) in order to determine what kinds of supports are most appropriate for English Language Learners. This will ensure that all students have access to the instruction and interventions they need to be successful. The current goals at PS 46 are to use universal screeners to develop better and responsive instructional practices in the classroom, design data-informed interventions, and establish cycles of progress monitoring over the academic school year to better serve all English Language Learners.</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 Instructional Leadership Team (ILT) considers MLs/ELLs in the school's instructional design at Public School 46. To ensure the development and maintenance of an effective school environment for ELLs, the ILT at PS 46 reviews the quality of the learning environment for the school as a whole and within the individual classrooms. During this preview process, it is ensured that the teaching and learning activities are well structured and culturally linguistically engaging and allow our ELLs to be active participants in their acquisition of the English language and academic content. The ILT reviews screening and progress monitoring data for ELLs, along with resulting instructional modifications to ensure the instructional supports used across the RTI tiers are culturally and linguistically appropriate and are leading to improved student outcomes.</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>Public School 46 offers a Stand-alone ENL program and an Integrated ENL instruction. The language of instruction throughout the content areas is English with home language supports. It is aligned to both the Next Generation Learning Standards and the New Language Arts Progressions. In addition, it is also aligned to the Instructional Leadership Framework and the Four Hallmarks of Advanced Literacy. ELLs work with a variety of texts that feature big ideas, rich content, and multiple perspectives. They are encouraged to talk and discuss to build language and knowledge. ELLs use extended writing as a platform to build language and knowledge as well. Lastly, ELLs study a small set of high-utility vocabulary to master language. In a Stand-alone ENL program, the ENL teacher follows the SIOP Model of instruction providing comprehensible input and uses instructional strategies to integrate content and language instruction for students learning through a new language. She assists learners to develop new understandings, concepts, abilities, and build upon prior knowledge. In an Integrated ENL program, the ENL teacher and classroom teachers scaffold academic language to support students' participation in content areas. The SIOP MODEL (Sheltered Instruction Observation Protocol) is used to shelter and support ELLs in grade-level content areas. Emphasis is placed on acquisition of academic language and skills while building on students' prior knowledge.</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>The ENL teacher uses multiple strategies for teaching ELLs across the Content Areas. Firstly, a content and language objective is determined for each lesson. The objectives specifically outline the language that ELLs will need in order to meet the content objective. Secondly, the ENL teacher connects content to ELLs' background knowledge. She considers the schema that ELLs bring to the classroom and links instruction to the students' personal, cultural, and world experiences. Third, comprehensible input is provided for ELLs. ELLs must understand the message being conveyed. Next, lessons are auditory, visual, and kinesthetic. Visual representations are utilized to introduce new concepts and vocabulary through the use of technology. Cooperative learning strategies are also used to include ELLs. ELLs benefit from cooperative learning structures giving them ample opportunities to use academic language in discourse with their peers. Lastly, vocabulary instruction for ELLs is explicitly taught. Cognates, prefixes, suffixes, and root words are needed to make sense of new vocabulary. The following materials are used with all ELLs including Newcomers, SIFE, developing, commanding, and ELLs with IEPs: Storyworks Scholastic Magazines for grades 2-5, Let's FIND OUT Scholastic magazines both in English and Spanish, Ready, Set, Go! Newcomers books. Into Reading, National Geographic Learning Panorama, Amira, Envision Math K-2, and Passport to Social Studies.</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>Public School 46 uses scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and to attain English proficiency. The ENL teacher and service providers work closely together to align scheduling and instruction for the child. The ELLs are also provided with additional enrichment during lunch periods. The focus during this time is on oral language development. PS 46 ensures that flexible programming is used to maximize time spent with all students by looking closely at data regarding benchmarks being met by student. If a student meets a benchmark in a particular content area the child is then mainstreamed into a general education class for that particular content area class. ELL-SWDs are initially placed in the least restrictive classroom setting such as ICT. This allows the individual ELL not to be pulled out of class too frequently.</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>Public School 46 uses TCRWP Running Records, Acadience for reading in grades K-2, MAP for reading grades 3-5, MAP for Math for grades K-5. Running records inform teachers about an ELLs' fluency, accuracy, and literal and inferential comprehension of a text, information that can be used to support the child's reading growth. Oral reading fluency measures are valid screening measures for ELLs. As the oral language skills increase, so will their reading fluency. Vocabulary development will help ELLs make meaning of what they are reading. As they have a better understanding of what they are reading, they will be able to read with more fluency. There are various structures in place to use data to address interventions. Once universal screeners, such as Acadience and MAP, are used at the beginning of the school year to evaluate progress, teacher teams meet to analyze student performance and to monitor student progress of all students enabling teachers to prevent reading failure and improving ELL outcomes. The reliable insights from both Acadience and Map assessments help teachers to plan for differentiated instruction, develop interventions for struggling students, and to see what students are ready to learn next.</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>All intervention services are offered in English. Public School 46 will be utilizing Amira Learning and Into Reading for all ELL subgroups in grades K-3 and for newcomer ELLs in grades 4 & 5. Both Amira Learning and Into Reading focus on driving skills growth, connect reading fluency assessments results directly to core content, and support ELL literacy education in both teaching and assessing component literacy skills. Envisions Math 2.0 is used to help provide support for all students and ELLs in all subgroups in learning a new mathematical language. It pushes ELLs toward mastery in all language modalities in Mathematics.</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>Public School 46 utilizes the following interventions to support ELLs/MLLs such as screening and formative assessments to students at risks for poor learning, progress monitoring weekly, and the implementation of multi-level evidence based instruction that is matched to students' instructional needs. Public School 46 makes decisions based on actual data about individual student progress of ELLs to guide instruction. After analyzing the data, our school is able to determine the ELLs who may be at risk of doing poorly, and more importantly providing them with interventions that are known to be effective. PS 46 conducts an ongoing evaluation of the school's special education referral, identification, and services process for ELLs and making modifications for ELLs. RTI supports are used with ELLs which are tailored to meet the language needs of ELLs/MLLs. The following interventions programs are available at PS 46. In grades K-2 FUNDATIONS for phonemic awareness and phonics (TIER 2) is provided 30 minutes daily to students by the following teachers: Catherine Pesce, Donna Riccardi, Olviia Raimondo, Laura De La Cruz, Grace DiMaio, and Elaine Russo. In grades 3-5 (TIER 2) SPIRE is utilized by the IEP teacher, Jennifer Jacobsen, small group instruction and Tier 3 1:1 50 minutes daily focusing on phonemic awareness, phonics, fluency, and vocabulary. Orton Gillingham K-5 Literacy letters/sounds, blending, sight words, decoding, encoding, dictation (Tier 2) is offered to our students for 40-50 minutes 2x a week- not consecutive. The following teachers are trained in Orton Gillingham: Olivia Raimondo, Stephanie Collyer, Abby Aanonsen (Level 1). In addition, AMIRA is used in grades K-5 to teach phonemic awareness, phonics, fluency (Tier 2) small group instruction 20 minutes 3-5 days per week and for vocabulary comprehension 1:1 (Tier 3). All teachers will receive training during the 2021-2022 school year. Progress is monitored via screener. ELLs in grades 3-5 who are entering and emerging and enrolled for less than 6 months can be exempt from taking the ELA screener.</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>Public School 46 utilizes the following assessments to assess the early literacy of ELLs/MLLs: Teachers College Running Records K-5, TCRWP for grade K-5, Performance Series Computerized Assessments in reading, monitoring for results to chart progress, Accelerated Reading, Accelerated Math, TC Writing, and Dibels. After looking at data, it demonstrates that more scaffolding and front loading vocabulary would benefit ELLs. The ENL teacher and the classroom teacher work closely to implement reading and literacy instruction using the Danielson Framework, the Advanced Literacy Framework, and research based intervention strategies focusing on specific learning targets. In addition, Impact teams meet monthly to assess next steps for intervention for all students using Evidence Analysis Action Protocol. The team discusses success criteria and goals to ensure high levels of learning for ELLs. Assessments are done 1:1 with teachers and classroom paraprofessionals. Students meet with teachers in order to facilitate formative assessments. Teachers assess using multiple measures such as TCRWP, and the Goalbook standard assessment. MAP periodic assessment will continue to be used. Tracking students ELA and Math progress 2 times a year beginning in grade 3. According to TCRWP Assessment Pro as of June 202, ELLs have reached Benchmark Reading Levels of 1 and 2 in grades K-5. Due to these findings, more emphasis will be placed on guided reading, and small group instruction. According to the Accelerated Math Data as of June 2021, ELLs have made minimal progress on math problems. The ENL teacher will continue to work on making lessons comprehensible and ensure that students have the language to understand instruction and express their grasp of math concepts orally and in writing. ELL Math instruction will include the use of vocabulary banks, manipulatives, nonverbal response, sentence frames, sufficient wait time, re-teach, and question prompts for different proficiency levels, tiered activities, learning centers, flexible grouping, and technology. The ENL teacher uses RAZ KIDS PLUS ELL Edition assessments to track students' language skills progress. These assessments provide in-depth information about ELL students' progress across the domains of speaking, writing, reading, and listening.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>PS 46 currently administers the Spanish Lab to all new Spanish speaking entrants. In addition, PS 46 administers the MLS screener to all prospective SIFE students. The ENL teacher will arrange for a speaker of the child's home language to conduct an informal assessment of the student's first language throughout the school year.</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>Public School 46 uses Goalbook Pathways Pre and Post Assessments, School Wide Benchmark Assessments grades 3-5, and Teachers College Running Records in ELA K-5, 3-5 ELA/Math Periodic Assessments, pre and post chapter tests in Envisions 2.0 to identify progress and areas of need for ELLs/MLLs. Also, after looking at the most current NYSESLAT scores most ELLs have shown improvement in proficiency across all four modalities. PS 46 evaluates the success of our programs by closely monitoring this progress made by ELLs. The ENL program at PS 46 is aligned and works effectively to facilitate the acquisition of the English Language and academic achievement. It is based on educational theory for ELLs/MLLs and is adjusted where needed to ensure language barriers are overcome. It ensures that ELLs/MLLs are progressing in English proficiency and are attaining English. It is aligned to the NYS Next Generation P-12 Learning Standards., the New Language Arts Progressions, and Advanced Literacies Framework. There is an ongoing evaluation of the program to make sure all needs of ELLs/MLLs are being met. The school has made annual yearly progress which is evident in the results of the NYSESLAT. After examining NYSESLAT data, some students have improved on all four modalities. Both the NYSITELL/NYSESLAT are being used a baseline to identify progress and areas of need. After results are analyzed, the ENL teacher is able to align the results with learning objectives and language objectives for ELLs/MLLs in order to drive instruction. The data helps decide student groups, create seating charts, and differentiate for ELLs/MLLs. In addition, the periodic assessments in both ELA and Math will be used to determine the number of ELLs/MLLs meeting the standards. Once the summative data has been gathered the ENL teacher and the classroom teachers develop instructional activities that are geared to ELLs/MLLs' current Level of English proficiency. After it is analyzed, the ENL teacher compares it to the New Language Arts Progressions and the Next Generation P-12 Learning Standards. In addition, this data helps inform student groups and allows for differentiation for ELLs/MLLs.</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>Public School 46 administers the NYSESLAT to all ELLs annually to measure progress in English language acquisition and to determine continued eligibility for ELL services. All subtest are administered to all ELLs: speaking, reading, writing, and listening. A RLER report is printed from ATS for a list of NYSESLAT- eligible students. Parent letters are then sent home to inform parents of test dates both in English and their home language. In addition to parent letters, the ENL sends home information packets on the NYSESLAT found the NYSED website. At the time of NYSESLAT, the ENL teacher administers the Speaking Component of the NYSESLAT while, Stacey Bowden, fifth grade teacher, scores the Speaking Component. All subtests are administered to all ELLs. ELLs with IEPs receive the accommodations listed on their IEPs for the NYSESLAT for all subtests. Once all testing is completed, the following team members score the NYSESLAT: Stacey Bowden, Lauren Azzato, and Medina Capric. During this testing time, ELLs are still receiving mandated services from substitute teachers.</p>
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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>The ENL teacher works closely with all Special Education teachers making grade level content accessible to ELLs with IEPs focusing on academic vocabulary. PS 46 creates a rich, supportive learning environment where family inclusion is supported. All teachers are teachers of ELLs. Instruction is designed by all teachers that is culturally and linguistically appropriate for all diverse learners, including those with IEPs. Language-focused scaffolds are provided so that language and content are addressed in lessons.</p>
<p>b. SIFE</p>	<p>Public School 46 currently has 3 SIFE students. The following procedures are adhered to. Within 30 school days, initial SIFE is determined. This begins at the time of completion of the Home Language Survey when a parent is asked to indicate prior schooling. Initial SIFE status is indicated on ATS (BNDC) no later than 30 days from initial enrollment. Once it is determined provisionally that a student has an interruption or inconsistency in their formal schooling, then students in grades 3-9 at the beginning or low, intermediate/emerging level of proficiency, are administered the NYSED ORAL INTERVIEW QUESTIONNAIRE. The questionnaire is translated into the student's native language via google translate. Once this is completed, the student is administered the NYSED MULTILINGUAL LITERACY SIFE SCREENER (MLS) and after the Writing Screener. PS 46 has one year to make a final decision to determine SIFE status. SIFE status is removed when the student scores an intermediate/ transitioning level or higher on the NYSESLAT.</p>
<p>c. Newcomer</p>	<p>Newcomer ELLs are given three periods of ENL instruction for the first few months of the academic school year. They are also provided with bilingual dictionaries and peer tutoring in their home language. Daily reading to Newcomers is critical. Texts are chosen with lots of illustrations, simple sentence structures, repetitive phrases, and a predictable plot to provide extra scaffolding.</p>
<p>d. Developing</p>	<p>PS 46 uses different strategies to engage Developing ELLs. Content and Language objectives are determined for each lesson, content is connected to ELLs' background knowledge, comprehensible input, lessons are auditory, visual, and kinesthetic, and vocabulary instruction is modified.</p>

e. Long Term	Long Term ELLs are provided with after school programs and AIS intervention services. Long Term ELLs are supported in the classroom with different strategies: frontloading vocabulary, sentence frames, and valuable feedback in writing.
f. Former ELLs up to two years after exiting ELL status	Former ELLs are given 90 minutes of integrated ENL/ELA instruction. All classroom practices for former ELLs include building metalinguistic awareness, using digital tools and technologies providing former ELLs with various ways to express themselves and gather information, and scaffolding tasks and texts, which will assist former ELLs in engaging with grade level content.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	PS 46 assessing home language support for ELLs in the ENL program model. After interviewing the parent and student and looking closely at the Home Language Survey, PS 46 determines literacy language skills and level of education of the student. PS 46 leverages home language support by utilizing bilingual glossaries for English language arts, science, social studies, and math, picture dictionaries, bilingual books depending upon home language literacy skills. In addition, students are seated adjacent to peers who speak the same home language building opportunities for content conversations using their home languages. The ENL teacher learns about her students through an interest survey and ask about their home language and comfort with English. Lastly, ELL students complete certain tasks such as entrance tickets, and goals in their native language and in English. This increases engagement and also in the complexity of their answers because their language skills are not holding them back from sharing what they are thinking.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	PS 46's overall annual professional learning plan ensures that all staff incorporates learning specifically related to the academic and social emotional needs of ELLs/MLs. All staff will be trained on social and emotional learning for all students and ELLs. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school and in life. PS 46 addresses SEL daily during homeroom period. All staff will be trained to deliver explicit lessons that teach social and emotional skills. It is also embedded into content area instruction. School leaders will organize activities that build positive relationships and a sense of community among students through structures such as scheduled morning meetings with students. They will also be school wide SEL support provided to students by counselors, social workers, and school psychologists.
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).	PS 46 meets the professional development requirements as per CR Part 154.2. All teachers are informed and allowed the time to attend professional learning opportunities regarding ELLs and second language acquisition in order for them to obtain 15% of total hours of ELL-specific professional development. These professional development hours are based on language acquisition, a focus on best practices for co-teaching strategies and content instruction fro English Language Learners. In addition, the ENL teacher is given the opportunity to frequent all workshops provided by the Department of English Language Learners and Student Support. These professional learning opportunities allow the ENL teacher to meet the minimum requirement of 50% total hours of professional development in language acquisition in alignment with core content area instruction, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Records of attendance and agendas are kept in the teacher's file. The Assistant Principal, Tara Forde, maintains agendas and attendance from professional development offered to all staff members. All information and professional learning opportunities are provided remotely for all staff members.

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>The home/school partnership with ELL families is strong at PS 46. We engage and empower our families to ensure a smooth transition into a new language and the school but also to future success. We provide opportunities for families to come into school. Many parent workshops are offered. The parent coordinator pays particular attention to the parents of ELLs. The needs of parents are usually evaluated through simple discussions with parents and the school social worker. Parent orientation meetings are held periodically throughout the school year.</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>PS 46 provides annual individual meetings with parents of ELLs. Once a week, from 8:00-8:30 AM, the ENL teacher will meet with the parents of ELLs/MLLs individually to discuss the student's language development progress, English Language proficiency assessment results, and their language development needs in all content areas. If the parents are not able to attend in person, then a telephone conference will be conducted over the phone, using translating services when necessary. The ENL teacher maintains records of all these sign-in sheets and agendas.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Public School 46 supports newly enrolled ELLs /MLLs. Each child is given a welcome kit. This kit is a packet of school information and other supplies that contribute to a positive beginning by including academic supplies. Supplies are both in English and the child's home language such as bilingual glossaries, dictionaries, and bilingual books .Newly enrolled ELLs are also assigned a classmate who speaks the child's home language. The newly enrolled ELL is given a tour of the school and sits with a peer who speaks the child's native language during their lunch period. In addition, newly enrolled ELLs are provided with three periods of ELL services daily. Transitional support is offered from Pre-kindergarten to Kindergarten and from fifth grade to middle school by the parent coordinator , Tina DiGregorio, and the school counselor, Antonella Iacono.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The members of the identification team at Public school 46 are Andrea Maffeo, Principal, Tara Forde, Assistant Principal, and Paola Guddemi, the ENL teacher. Public school 46 adheres to the guidelines in the ELL Policy and Reference Guide in order to ensure that the process for intake and identification of ELLs is followed year-round. The ELL identification is completed for each student within 10 day school days of enrollment and 20 days for students entering with IEPs. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. Within the first ten days of enrollment, trained staff meet with both the child and the parent to make an initial determination of the child's home language. It is primarily the ENL teacher who screens and interviews the child, and administers the home language survey. PS 46 utilizes over-the-phone translation services, when a translator in that particular language is not available. The ENL teacher carefully reviews the Home Language Identification Survey (HLIS). This survey is given to the parents/guardians in both English and the parents' preferred language. The parent completes the Home Language Identification Survey in the parents' preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. The ENL teacher carefully reviews the Home Language Survey and chooses the OTELE code that best describes the child's native language. The ENL teacher then signs page 1 of the survey and places the original in the child's cumulative file and also maintains a copy for her records. An interview with the parents and student is conducted in English and the home language. This interview includes reviewing documents, prior assessments, and the student is given a pre-kindergarten screener in both ELA and Math. This assessment of the student's abilities and/or work samples determines the student's literacy and math level in their home language. Once the ENL teacher determines if the child speaks another language then the child is administered the NYSITELL to determine the child's proficiency level. Parents are then notified within 5 days of their child's ELL status and results of the NYSITELL. Parent notification letters are sent home in the parent's preferred language. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Lab.</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
Tina	DiGregorio	Parent Coordinator	2021	Yes	NA
Paola	Guddemi	ENL teacher	2021	Yes	PRIMARY LAC
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA

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
NA	NA	NA
NA	NA	NA
NA	NA	NA

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
Albanian	4	1.65	4	1.67
Arabic	6	2.48	8	3.35
Bengali	2	0.83	2	0.84
Chinese Any	9	3.72	8	3.35
Cantonese	0	0	1	0.42
English	191	78.93	185	77.41
Portuguese	1	0.41	1	0.42
Russian	5	2.07	6	2.51
Spanish	20	8.26	20	8.37
Urdu	2	0.83	2	0.84
Uzbek	2	0.83	2	0.84

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
Russian	1	1
Italian	1	1
Albanian		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>The parent/Guardian in the Home Language Identification Survey (HLIS) demonstrates the parent's language choice. The Language Allocation Team periodically reviews the Home Language Identification Survey and the Student Emergency Contact Cards to see trends of parental choice. All home languages responses are entered into ATS and lists are generated to ensure that proper language documents are sent home when available. In addition, the RAPL report is used to determine further the written and the spoken language of parents.</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.
Annual Handbook	September 2022	Common translated letters are made readily available on the DOE's website.
Newsletters	Monthly	Letters are sent via e-mail to the Translation and Interpretation Unit to get translated This is usually done at least two weeks prior to when the information is disseminated.
Calendars	Monthly	Letters are sent via e-mail to the Translation and Interpretation Unite to get translated. This is usually done at least two weeks prior to when the information is disseminated.
Parent-teacher Conferences	November 2022 March 2023	Common translated letters are made readily available on the DOE's website.
After School Program	Fall 2022, Spring 2023	Letters are sent via e-mail to the Translation and Interpretation Unit to get translated. This is usually done at least two weeks prior to when the information is disseminated.
Permission slips	Throughout the school year	Letters are sent via e-mail to the Translation and Interpretation Unit to get translated. Tis is usually done at least two weeks prior to when the formation is disseminated.
Report Cards	November, 2022 & June 2023	Common translated report cards are made readily available on the DOE's website.

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 Conference	November, 2022 March 2023	Ps 46 plans to provide interpretation services through over the phone translation services.
Parent Engagement	September-June Fridays, 8:00-8:30	PS 46 plans to provide interpretation services through over the phone translation services.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	PS 46 will reach out to limited proficient families in the event of a school emergency. Social media will be used to keep parents informed should an emergency arise through phone calls, e-mails, Facebook, Twitter, PS 46 website, Classroom DOJO, and Google Classroom. School Classroom DOJO delivers messages to parents in their native languages.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	The school aides at PS 46 reach out to families for a student-specific event. The Over the Phone Translation Services are utilized with families when necessary.
(C) If a parent has an emergency and needs to contact the school.	Incase of an emergency , a parent would contact the main office. the school secretary would then direct their call and over the phone translation services would be offered, if necessary.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Information will be distributed to all staff through staff email.
Over-the-Phone Interpretation Desk Aid	Information will be distributed to all staff through staff email.
Language Access Handbook	Information will be distributed to all staff through staff email.
T&I Unit InfoHub Link	Information will be distributed to all staff through 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 at Public School 46 will be made aware of Chancellor's Regulation A-663 and the Language Access Handbook via e-mail in September 2022.
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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>Public School 46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home all pertinent information in the parent's preferred language to inform them about parent engagement events. Our Parent Coordinator will act as a liaison to make the parents feel welcomed and apart of the school community.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.	PS 46 will send home a survey to gather feedback from parents on the quality and availability of services. The findings are reported at professional development meetings, PTA meetings, Parent-Teacher Conferences and School Leadership team meetings. Depending upon the findings, PS 46 will make accommodations where needed to meet the needs of limited English proficient parents.
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.	At this point in time, the surveys are still ongoing and have been extended.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

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:	Albert V. Maniscalco
DBN:	31R046
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:	27
Total # of teachers in this program:	1
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>Public School 46 will provide an After-School Title III program for 27 ELLs in grades first through fifth. After closely analyzing the NYSESLAT, NYSITELL, and ELA data, instruction for the Title III program will be designed to develop skills in comprehension, listening, speaking, reading and writing in English through the integrations of academic content appropriate for the students' age, level, and English skills. Supplemental instruction for English Language Learners is needed in order to improve overall student achievement to meet the Next Generation Learning Standards, the NYSESLAT Targets of Measurement, and Advanced Literacies. The primary goal of the Title III After-School program is to amplify the literacy and academic skills of English Language Learners, so they are able to perform at city and state grade levels and to be college ready. Our performance data on MAP ELA & MATH screeners, NYSESLAT, and ELA scores shows that our students at PS 46 need improvement in both ELA and MATH. PS 46's plan will include an After-School program on Wednesdays for grades 1 and 2 from 2:25-4:25 and Thursdays for grades 3, 4, and 5 from 2:25-4:25. The after school sessions will run from early October, 2022 until late April, 2023. In addition, there will be 15 hours of planning time throughout the course of the program. Our certified ENL teacher , Paola Guddemi, will provide instruction in English to all entering, emerging, transitioning, and expanding ELLs. Native language support will be provided via bilingual texts, bilingual glossaries and picture dictionaries, picture cards, translation via google translate and Pocketalk Voice/Text Translator.Students will be grouped by language proficiency levels and by grade. The two target groups are being kept small in order to facilitate an increase in learning. The supervisor in charge of the program is Tara Forde, the Assistant Principal at PS 46. Ms. Forde will be responsible for staying with children after the official end time of the program and contacting the parents of children who are not picked up on time. Foundations A-Z through learning A-Z will be utilized during the After-School Title III Program to help promote literacy for ELLs. This program delivers explicit instruction, improves student outcomes based on the science of reading, focuses on multisensory learning and the gradual release model. In addition, the ENL teacher will create No Bake Cooking lessons which foster the development of motor skills through repeating natural actions, hand eye coordination, the use of positional language, mathematical language, descriptive language, comprehension and writing skills, and science concepts. Moreover, New York ELLs for NYSESLAT test prep books will be utized by ELLs to instruct ELLs on the NY targets of Measurement from the New Language Arts Progressions of the Bilingual Common Core Initiative. Students will become familiar with the types of questions they will encounter on state tests, practice skills needed to answer speaking, listening, reading, and writing questions centered around a common theme with a focus on informational and literary passages.</p>
<p>Rationale</p>	<p>Please see above.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Please see above.</p>
<p>Schedule and duration</p>	<p>Please see above.</p>
<p>Language of instruction</p>	<p>Please see above.</p>
<p>Number and types of certified teachers</p>	<p>Please see above.</p>
<p>Types of materials</p>	<p>Please see above.</p>
<p>Include any additional details here:</p>	<p>Please see above.</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.	,1,2,3,4,5
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PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Ongoing professional development is made ready available to the certified ENL teacher, Paola Guddemi, and all staff members providing instruction to ELLs. These professional learning sessions provide all teachers the opportunity they need to grow as educators of ELLs and to better understand the ever changing needs of English Language Learners. All staff members will be provided with these professional learning sessions during grade conferences which will be for 45 minutes. These asynchronous professional learning opportunities offered via video, podcasts, and articles through the Learning A-Z website will focus on the following topics: September-ELLs and Foundational Skills October-What is Phonological Awareness? November-Embracing Your Student's Bilingualism December- Encoding Multisyllabic Words January-Scaffolding Reading Instruction for ELLs February-Student Engagement: Multisensory Strategies and Foundational Skills March-The Seven Systems of Language April- Orthographic Mapping May-Decoding One-Syllable Words June-Social-Emotional Learning In addition, ongoing professional learning will be offered to all staff members on Mondays during our professional development sessions from 2:30-3:40 by our Assistant Principal, Social Worker, and IEP teacher. The professional learning sessions will cover the following topics: Social - Emotional Learning Strategies, Suicide Prevention, and MTSS for all students including ELLs. All teachers will also be provided with recorded professional learning on Best Tech Tools to Enhance Learning for ELL Students offered through the Bureau of Education and Research. This learning opportunity will be offered on Mondays during our professional development session from 2:30-3:40.</p>
Rationale	Please see above.
Teachers to receive training	Please see above.
Schedule and duration	Please see above.
Topics to be covered	Please see above.
Name of provider	Please see above.
Include any additional details here:	Please see above.

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.</p> <p>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>PS 46 believes that a critical component of student success is parental involvement. We will engage the parents/guardians of ELLs in order to foster higher achievement for English Language Learners and to create a culture of success within our school community. Parents/guardians are invited to attend monthly PTA meetings. Translators are provided during such meetings. Parents of ELLs are also invited to attend the following school activities: Movie Night, Alvin Ailey Dance Performances, PS 46 Dance Festival. Parent-Teacher Conferences, and Grade Curriculum Meetings Information for all parent involvement is translated into the parents preferred language and sent home by the Parent Coordinator, Tina DiGregorio. All of the aforementioned activities will help foster a culture of success, establish positive relationships, build trust, and provide equitable opportunities for families to contribute to conversations in order to construct families as competent and valued partners. ELL parent involvement in these activities will enhance the students's self-regard, social emotional learning, improve their academic achievements, build strong parent-child relationships, help parents build positive attitudes towards school, and a better understanding of the school process. This interactive time where students and their parents are fully engaged with one another can help parents learn more about their child's strengths and weaknesses in order to better guide them in all aspects of their lives. Bilingual Family Literacy Tea will be hosted during the After- School Title III Program for parents/guardians of ELLs by our certified ENL teacher, Paola Guddemi. This event will be hosted on January 18, 2023, and January 19, 2023 from 3:45-4:30. This is to provide parents/ guardians with opportunities to read to their children in their home language. Adults and children are allowed time and space to read together. They will be able to create their own special bookmark as they enjoy some refreshments. This event will offer parents the opportunity to meet other parents, show their children the importance of reading and learn how to support reading development at home. Parents will be informed of this opportunity through flyers sent home in the parents' preferred language. The ENL teacher will host a workshop on how to use the Parent Portal on Learning A-Z/Foundations A-Z. This will be conducted during parent engagement time on Tuesdays from 2:30- 3:15 for one session at the start of the Title III After-School Program. Bilingual paraprofessionals will be available to translate for parents/guardians. Parents will be shown how to monitor their child's progress , so they can participate in their daily learning at home thus providing a strong home-school connection. In addition, the ENL teacher will host two workshops for families during Tuesday's parent engagement time from 2:30- 3:00. These workshops will cover the following topics: Raising Healthy Kids in a Digital World (November, 2022)and Introducing Online Safety to Young Kids (February, 2023) through slides for parents in both English and Spanish from Common Sense Education. Bilingual paraprofessionals will be present to assist with translation. Multilingual flyers will be sent home with students informing their parents/guardians of these workshops.</p>
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Rationale	Please see above.
Schedule and duration	Please see above.
Topics to be covered	Please see above.
Name of provider	Please see above.
How parents will be notified of these activities	Please see above.

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

Allocation Amount (\$):	12,182.00
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

- All schools must indicate their Title I status in Part 1.

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>1. All staff will engage in high quality differentiated professional learning provided by qualified consultants (Dr. Dickey, iReady, Levered, OG, etc.), coaches (UFT Center), and administration, as well as through teacher inquiry groups. Our PD plan for the 22-23 school year will prioritize the following priority areas: 1. Planning and Preparation 2. Core instruction 3. Academic intervention for specific professional development topics aligned to priority areas, please see: - ELA Action Plan - Math Action Plan - Social Emotional Growth Action Plan Additionally, we will plan for: 1. Regular and on-going teacher inter-visitations between classrooms and participating schools. 2. Regular and on-going teacher observations with feedback by administration.</p>
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>To provide a smooth transition to elementary school, we demystify kindergarten and build pleasant anticipation by planning visits and joint class activities. A favorite activity is to invite kindergarten students to be interviewed in the PreK classroom. We conduct parent workshops and classroom tours to help families prepare. Pre-Kindergarten teachers participate in teacher team meetings to ensure a thorough understanding of kindergarten requirements to enable them to adequately prepare students.</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	170,850.00	X	-Math -ELA -Chronic Absenteeism -Quality Individualized Education Program -Supportive Environment Framework -Parent Involvement
Title I, School Improvement 1003(a)	Federal	N/A	X	N/A
Title II, Part A	Federal	N/A	X	N/A
Title III, Part A	Federal	N/A	X	N/A
Title III, Immigrant	Federal	N/A	X	N/A
Title IV, Part A	Federal	N/A	X	N/A
Tax Levy (Fair Student Funding)	Local	1,781,365.00	X	-Math -ELA -Chronic Absenteeism -Quality Individualized Education Program -Supportive Environment Framework -Parent Involvement

Explanation/Background

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

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

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

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

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

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

Support implementation of school improvement plans that aims to improve instruction and address the identified needs

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

specific attention to the achievement of its subgroups and disproportionality.

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
YMCA	Students - STH	Provides school supplies and supports for STH.	Supportive environment
YMCA	All Students	Provide counseling, mentoring, social groups, attendance support, homework help and after-school services to students and families.	Supportive Environment, ELA, Math, Attendance
YMCA	Students with social emotional needs and/ or a history of trauma	Provide therapeutic counseling to students and parent support through their Too Good For Violence Program	Supportive environment

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>YMCA will partner with PS 46 in achieving annual goals in the areas of ELA and Math, attendance, supportive environment and quality IEP development by offering the following services and supports: -Expanded learning time and after school programming to support academic achievement and enrichment -School-wide events and initiatives to increase literacy in the classroom and at-home -Youth development activities and school-wide events to promote pro-social behaviors and increased community school engagement -Tier 2 supportive counseling, mentoring and one-on-one check-ins to provide mental health support and positive reinforcement -Classroom facilitation of social-emotional based curricula to increase student advocacy, self-awareness, community-building and a positive classroom culture provided by the YMCA mental health team to support students' academic and social-emotional learning -Allocation of resources, interventions and supports to maximize attendance goals -Family engagement workshops in areas of: supporting learning at home, organizational skills, time-management strategies, self-care and mindfulness</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>PS 46 will welcome and empower families to participate, collaborate and take a leadership role in the school community by leveraging supports of school partners; connecting families to community resources and services; and creating family engagement opportunities towards increased connection to the school community. Through these efforts families will be best supported and positioned to become thought partners in our school's decision-making. The YMCA will support the mental health and wellness of families through referrals to community agencies and outside providers that offer services not provided within the school community, including psychiatric counseling, financial literacy, career readiness and adult continuing education. Additionally, as part of our goal to increase parent involvement in our school, PS 46 will continue to extend volunteer opportunities at our school-wide events, including monthly proud moment fairs, school flea markets, annual multicultural nights and community school forums.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>PS 46 has a robust mental health and wellness support team of social workers, school partners and PBIS trained school leadership staff who collaborate on how to best build healthy habits and support students' social emotional and academic learning. These staff persons sit on all school wide committees including: attendance team, student support team, school safety committee, and SLT team in order to offer their unique lens towards a holistic approach towards student care. PS 46's Student Support Team meets monthly to assess progress of health and wellness interventions for students in need of academic and social emotional support. PS 46 has an onsite social worker 5 days a week who provides the following services: individual counseling, group counseling, de-escalation and crisis intervention, classroom push-ins and teacher consultations. The YMCA will continue to provide professional development on best practices to support students' social-emotional needs in the classroom. These services will include professional development trainings; push-ins to classrooms to model behavioral management; collaboration on behavioral management plans for students; and ongoing coaching for teachers and paraprofessionals in the areas of crisis de-escalation, understanding trauma through a trauma informed lens, and mindfulness practices. Moreover, YMCA will continue to offer health and wellness supports for teachers, specifically addressing self-care techniques and stress management strategies related to the pandemic.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>PS 46 will work in conjunction with the YMCA and the attendance team to reduce chronic absenteeism by ensuring at-risk students and chronically absent students receive a success mentor to bolster attendance and encourage greater connectivity to the school community. During weekly attendance meetings, the attendance team will utilize the New Visions Data Sorter to monitor attendance trends in order to make informed decisions on next steps and interventions. Individualized parent outreach will be a strong focus of the attendance team. Grade level attendance liaisons will meet with parents/caregivers of at-risk and chronically absent students to complete attendance success plans. These actions plans provide step-by-step strategies, resources and goal-setting for families on how they can improve attendance. The plans will be put into place early on in the 2022-2023 school year for chronically absent students, in order to proactively address the root causes of absenteeism and help set students on a path of attendance improvement. Attendance team members will also survey parents at the beginning of school year on family needs and challenges, in order to personalize resources and interventions for families. To that end, our school will work with school partners and school staff in the development of a resource binder for families (food pantries, health care and mental health services) based off of those individualized needs. YMCA will also work with school partners and attendance team members to develop special events, which will be scheduled on days when attendance is historically low (i.e. the days before or after school breaks and holidays) to bolster attendance. Chronically absent students will be recruited to take on special leadership roles at these events, in addition to other ongoing school projects, to motivate students and increase attendance.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>YMCA will continue to foster relationships with community organizations, mental health care providers and hospitals in order to make referrals for families in need of outside services. School leadership will remain in regular communication with the speech therapist, occupational therapist, ELL teacher and school guidance to ensure all services for special populations are met, and to identify ways the YMCA and school administration can support their efforts. This includes making phone calls and scheduling meetings with families to better serve the needs of child and parent. PS 46 will continue to partner with agencies that support our STH families. Additionally, the school attendance team will broker stronger relationships with shelter staff in order to meet the unique needs of our STH population. Moreover, all of our STH families will be assigned an attendance team STH liaison - responsible for mentorship and support. During attendance success plan development, these liaisons will offer guidance on parenting skills and self-care. Our school is dedicated to providing differentiated culturally responsive supports to ensure equity for all.</p>

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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