

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	31R048
School Name	P.S. 048 William C. Wilcox
Principal	Allison O'Donnell

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 6: SUBMISSION ASSURANCES

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:	PS/IS 48 William G. Wilcox
District Borough Number (DBN):	31R048
Grades Served:	PreK-8
School Address:	1050 Targee Street Staten Island, NY 10304
Phone Number:	718-447-8323
Fax:	718-815-3956
School Contact Person:	Allison O'Donnell
School Contact Person Email Address:	aodonne@schools.nyc.gov
Principal:	Allison O'Donnell

United Federation of Teachers (UFT) Chapter Leader:	John Paul Fonollosa
Parents' Association President:	Caroline Hanna
SLT Chairperson:	Christine Reese
Title I Parent Advisory Council Chairperson (PAC):	N/A
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Ivy Bilotti
School-Based Students in Temporary Housing (STH) Liaison:	Christine Reese

District Information

Geographic District:	31
Superintendent:	Dr. Marion Wilson
Superintendent's Office Address:	715 Ocean Terrace
Superintendent's Email Address:	MWilson11@schools.nyc.gov
Phone Number:	718-556-8637
Fax:	718-556-8637

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	
Allison O'Donnell	Principal or Designee*		
John Paul Fonollosa	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Caroline Hanna	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
	CBO Representative, if applicable		
Christine Reese	Member/UFT		
Adriane Reyes	Member/UFT		
Lauren Bass	Member/UFT		
Zejreme Radoncic	Member/Parent		
Cara Intocci	Member/Parent		
Danielle Rigatti	Member/Parent		
Cortney Nissman	Member/Parent		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
Linda DiGregorio	Assistant Principal	
Marilyn Corson	Assistant Principal	
Maria Hionas	Parent Coordinator	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	<p>PS/IS 48 is dedicated to the belief that all students can meet high standards of excellence. We are a learning community dedicated to creativity, academic excellence, and intellectual curiosity, with the aim of developing lifelong learners and engaged citizens. We are committed to the intellectual, artistic, moral, emotional, social, and physical development of each child. CORE VALUES Our Community is Child- Centered -We strive to ensure that all decisions are made with the interests of children first. Our Community Embraces Diversity and Individuality- We value diversity of culture, experience, and perspective. Our Community is Inclusive- Believing that all people bring unique abilities and talents, we work to ensure that all members — including students, staff and families — feel a sense of belonging and find ways to participate in our community. Our Community Prepares Students for Citizenship -We strive to develop students' understanding of the responsibilities of citizenship — both in and out of school — and work to give them the skills they need to become active members in society. Our Community Works as an Effective Team- Staff, families and the larger community collaborate to achieve our mission. Our Community Takes Responsibility -We search for answers and avoid excuses. Our Community Acts with Integrity and Respect- Ethical and honest behavior is at our core. We believe how we achieve results is as important as the results we achieve. Our Community Strives for Excellence - We seek continuous improvement through reflection, innovation, and thoughtful risk-taking. THEORY OF ACTION 2022-2023 If school leaders provide Professional Development, time and resources for staff to study Tier I Restorative Circles, then teachers will plan for weekly SEL and Academic based circles then students will have more opportunities to interact with students and staff, have their voice heard, and engage in quality student to student discussion.</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>PS/IS 48 is located in the Concord section of Staten Island, New York. PS/IS 48 is currently a Pre-K-8 school educating 983 students. The school's population comprises 4% Black, 18% Hispanic, 57% White, 19% Asian, and 2% Multi-racial and Native American. The student body includes 7% English Language Learners and 18% Special Education. In 2014, PS 48 moved into a brand new facility with an additional 6th-grade class. In 2014, PS 48 began its transition to becoming a Pre-K to 8 school. In 2016, the new PS/IS 48 graduated our first middle school 8th-grade class. PS/IS 48 is most proud of our work in accelerating learning and instruction. 100% of our 8th-grade students, including students with disabilities and English Language Learners, take the Common Core Algebra Regents Exam. During the 2018-2019 school year, our first class of students took the exam yielding an 86% pass rate. During the 2018-2019 school year, 100% of our 8th-grade students took the Spanish Language Proficiency yielding a 94% pass rate. During the 2018-2019 school year, a cohort of students took the American History Regents resulting in a 100% pass rate with 70% of those students earning College Readiness credit with an 85 or above. For the upcoming school year, 100% of our 8th-grade students will be exposed to the American History Regents Curriculum. Technology is an important part of our students' experience at PS/IS 48 making the curriculum accessible for all students and helping to prepare our students for college, career, and beyond. PS/IS 48 is committed to partnering with communities to ensure student success. PS/IS 48 has developed a number of strong partnerships with community organizations including The Guggenheim Learning Through Art Program, Dancing Classrooms, Marquis Studios, ArtsConnection, The Staten Island Zoo, Music for Many, Too Good For Drugs, Goldman Sach Volunteers, and the YMCA. Our after-school programs include CHAMPS, NYCID, SONYC, and Compass. Our community partnerships support all curriculum areas and offer workshops to our families throughout the school year. The administration will continue to encourage, and develop partnerships with families and community-based organizations. Our staff works collaboratively with our community-based organizations to ensure a seamless school vision for all students throughout their day. PS/IS 48 cultivates a learning culture by valuing and developing people and teams. We are a system of people. People are our most important asset. Teacher leaders work collaboratively to ensure clarity and consistency in our PreK-8 school. Teacher leaders plan and deliver PD to their colleagues. All teachers participate in regularly scheduled evidence walks whereby best practices are shared across classrooms and grades. Teachers open their classrooms to administration and teacher colleagues to collaborate and share best practices. A true sense of teacher collaboration exists at PS/IS 48. Through continuous common planning sessions and Professional Development cycles, teachers differentiate instructional activities and materials to meet the developmental needs and learning interests of all students, including English Language Learners and students with disabilities. Our School is invested in Department of Education Initiatives: Algebra for All Computer Science for All College Access for All Due to our collective efforts, our school has been recognized as: A National Blue Ribbon School in 2011 A New York City Showcase School in Social Studies in 2014 A Respect For All School in 2017 2017 - 2018 Recognition School 2018 -2019, 2020-2021 - NYC Ed Tech Pilot Member</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
Math - Investigations	K-5	Print and Remote	
Math- Illustrative Math	6-8	Remote	
ELA - Heggerty and Foundations	K-2	Print and Remote	
ELA - Teacher's College/Balanced Literacy	K-5	Print	
ELA - Units of Study/Expiditany Learning	6-8	Print and Remote	

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)
Vocabulary	ELA State Testing Data - Spring 2022 Overall 68% meeting or above standards MAP Growth - Spring 2022 Overall 68% meeting or above standards	Teachers have not had PD on explicit vocabulary instruction. Reading programs lack word study component in grades 3-8.
Phonemic Awareness K-2	Acadience Spring 2022	Phonological strategies are not explicitly addressed in Foundations. Need for more teacher training.
Understand Key Ideas, Details and Connections	MAP DATA Spring 2022 42.62% of students are meeting standards in Understand Key Ideas, Details, and Connections	Need to ensure a balance between fiction and non fiction text in curriculum maps.

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	68	By June, 2023, Elementary/Middle School ELA for All Students will Increase 2%, from 68 to 70, as measured by MAP Growth Assessment.
Hispanic	50.9%	By June, 2023, Elementary/Middle School ELA for Hispanic will Increase 2%, from 50.9% to 52.9%, as measured by NY State Test Data ELA.

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	Number of students meeting standards	Overall 68% in Elementary and MS in ELA	68%	An increase of 1 percent as measured by MAP growth data Target of 69% meeting or exceeding standards	An increase of 2 percent as measured by MAP growth data Target of 70% meeting or exceeding standards by end of school year
NY state test data	number of hispanic students meeting standards in ELA	50.9%	50.9%	An increase of 1 percent as measured by MAP growth data Target of 51.9% meeting or exceeding standards midyear	An increase of 1 percent as measured by MAP growth data Target of 52.9% meeting or exceeding standards end of year

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	01/30/2023	Instructional Team - Teachers representing a variety of grade levels and subject areas meet for a horizontal discussion about priority standards.
09/09/2022	01/30/2023	Impact Teams - Teachers will be scheduled for monthly Impact Teams where they will use the EAA (Evidence, Analysis, Action) to analyze MAP data and common formative assessments, and Fountas and Pinnel data to track progress. Teachers will meet monthly and use the EAA tracking tool to report
09/09/2022	01/30/2023	Professional Development - Teachers will attend monthly PD sessions on the digital curriculum resources and tech tools. Teachers will incorporate curriculum resources and tools into their current curriculum maps to meet individual student needs.
10/26/2022	01/29/2023	Create an ELA Instructional Leads team. Teachers will attend Professional Development with Core Collaborative to work on revising unit plans to include a Culturally Responsive Lens. Teachers will work on enhancing their literacy instruction.
10/26/2022	01/29/2023	Professional Development - PDSA cycle Phonemic Awareness (k-2) Heggerty and Blevins Fresh Look at Phonics Book study,

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	Instructional Team - Teachers representing a variety of grade levels and subject areas meet for a horizontal discussion about priority standards.
02/01/2023	06/26/2023	Impact Teams - Teachers will be scheduled for monthly Impact Teams where they will use the EAA (Evidence, Analysis, Action) to analyze IReady, and common formative assessments, and Fountas and Pinnel data to track progress. Teachers will meet monthly and use the EAA tracking tool to report Focus of Impact Team will move to Comprehension strategies to support non fiction text. Updating and revising maps and lessons plans to meet the needs of groups of students.
02/01/2023	06/26/2023	Professional Development - Teachers will attend monthly PD sessions on the digital curriculum resources and tech tools. Teachers will incorporate curriculum resources and tools into their current curriculum map to meet individual student needs.
02/01/2023	06/25/2023	ELA Instructional Leads Team will meet monthly to discuss curriculum and priority standards.
02/01/2023	06/25/2023	PDSA Vocabulary Instruction (explicit instruction pre and post assessment practices) Study Beck and Marzano comprehension strategies to support non fiction text conducted by lead teachers in each grade
02/01/2023	06/25/2023	Mock assessment will be used to determine Impact Team work. Curriculum will be adjusted to meet the needs of groups of students.
02/01/2023	06/25/2023	Survey will be given to the teachers to determine PD needs at the time based on mock assessment. PD to teachers will be based on student and teacher input.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/24/2023	Parent Focus Groups	N/A
09/13/2022	06/24/2023	PTA Meetings	N/A

Human Resources	Peer Collaborative Teacher, Model Teachers, Partnership with Core Collaborative
Instructional Resources	Wilson Foundations, Heggerty, Teacher's Colleges Units of Study, IReady, MAP
Schedule Adjustments	Development of WIN Period, Schedule Common Planning periods to ensure for Impact Teams and Evidence Walks
Other Resources Needed	N/A

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen mathematical content knowledge overall, especially for students with special needs and black and hispanic students.	NYS Math Assessment Data 2019 - 67% of students were levels 3 and 4 on the assessment.	Students are having difficulty interpreting the varied ways that math problems can be presented.
Students need to strengthen their understanding of Geometry across grades K-8	MAP Data Spring 2022 Overall 60 % of students were meeting or exceeding math standards	In this school year, Geometry was not listed as a focus standard. Geometry is also a vocabulary heavy topic
Students in grade 6 and 7 consistently struggle in the area of ratios and proportional relationships.	MAP Data 2022 Grade 6 - 57% of students were meeting or exceeding in the area of ratios and proportional relationships. Grade 7 - 57% of students were meeting or exceeding in the area of ratios and proportional relationships.	* Students in grades 2-5 need to spend more time developing proficiency in understanding fractions, especially with the development of the spatial understandings necessary to represent fractions using varied models.

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	60	By June, 2023, Elementary/Middle School Math for All Students will Increase 2%, from 60 to 62, as measured by MAP Growth .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
MAP Growth	Percentage of students scoring on grade level (High Average and High)	60%	Baseline as measured by MAP growth data Target of 60% meeting or exceeding standards	An increase of 1 percent as measured by MAP growth data Target of 61% meeting or exceeding standards at the midyear mark	An increase of 2 percent as measured by MAP growth data Target of 62% meeting or exceeding standards at the end of year checkpoint

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/31/2023	Math Lead Instructional Team - Teachers representing a variety of grade levels and subject areas meet for a horizontal discussion about priority standards. Team will be led by school funded Peer Collaborative Teacher.
09/09/2022	01/31/2023	Impact Teams - Teachers will be scheduled for monthly Impact Teams where they will use the EAA (Evidence, Analysis, Action) to analyze IReady, and common formative assessment data to track progress. Teachers will meet monthly and use the EAA tracking tool to report action steps. Action steps will be based on specific needs of students.
09/09/2022	01/31/2023	Professional Development - Teachers will attend monthly PD sessions on the digital curriculum resources (Pearson Investigations K-5 and Eureka Math 6-8). Teachers will incorporate curriculum resources and tools into their current curriculum maps and meet individual student needs.
09/09/2022	01/31/2023	AIS program will be created and implemented for students identified in MAP and State Data as not meeting standards. Close look at standards that have causes most difficulty will be the focus of the AIS instruction provided in 8 week cycles by teachers in MTSS periods.

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	06/25/2023	Math Instructional Lead Team - Teachers representing a variety of grade levels and subject areas meet for a horizontal discussion about priority standards. Team will be led by school funded Peer Collaborative Teacher.
02/01/2023	06/25/2023	Impact Teams - Teachers will be scheduled for monthly Impact Teams where they will use the EAA (Evidence, Analysis, Action) to analyze IReady, and common formative assessment data to track progress. Teachers will meet monthly and use the EAA tracking tool to report action steps.
02/01/2023	06/25/2023	Professional Development - Teachers will attend monthly PD sessions on the digital curriculum resources and tech tools. Teachers will incorporate curriculum resources and tools into their current curriculum map to meet individual student needs.
02/01/2023	06/25/2023	Pineapple Visits where teachers open their Classrooms to their colleagues to share best practices in mathematics and technology.
02/01/2023	06/25/2023	Development of an after-school program to work on targeted skills for our level 2 students.
02/01/2023	06/25/2023	AIS program will be created and implemented for students identified in MAP and State Data as not meeting standards. Close look at standards that have causes most difficulty will be the focus of the AIS instruction provided in 8 week cycles by teachers in MTSS periods. Mid year assessment will be used to determine progress for these students and MTSS periods will be used by teachers to address the specific standards that students are having most difficulty with.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	06/25/2023	Parent Focus Group	N/A
09/09/2022	06/25/2023	Monthly PTA Meetings	N/A
09/09/2022	06/25/2023	Survey given to parents to determine areas of weakness and most need. Create PDSA cycle for parents in math and ela to support parents in supporting their children with homework and studying	Lead Teachers, Coach
09/09/2022	06/25/2023	Create voluntary PDSA cycle for parents in math and ela to support parents in supporting their children with homework and studying Learning experiences provided to parents during parent engagement time.	Lead Teachers, Coach

Human Resources	Peer Collaborative Teacher and Model Teachers hired to support teachers. Partnership with Core Collaborative to strengthen teacher practice.
Instructional Resources	Savaas Investigations
Schedule Adjustments	WIN (What I Need) Period scheduled for all K-5 students. Monthly schedule of Evidence Walks.
Other Resources Needed	N/A

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students need to know who to go to when they are upset.	2021-2022 School Quality Survey Results state that 69% of students say that their teacher supports them when they are upset.	Middle School students see many teachers throughout the day. Students need to feel comfortable with adults in the building. Students need to know who and where to go to when they feel upset. Students are not assigned specific point person.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	69	By June, 2023, practices related to Personal Attention & Support will improve 2%, from 69 to 71, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		6/2022			
School created survey	Percentage of students positive responses to teacher supports them when they are upset.	69%	69%	70%	71%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/09/2022	01/31/2023	Restorative Circle implemented into Advisory Classes
09/09/2022	01/31/2023	Implement Stanford Harmony strategies daily
09/09/2022	01/31/2023	Schedule HOME where all students and staff take a mindful moment and practice restorative practices
09/09/2022	01/31/2023	Utilize school-based social worker
10/11/2022	01/31/2023	Implement Student Groups such as Student Wellness Council, Study Equity Group, Student Council, Student Leaders, etc. to increase student voice.
09/09/2022	01/31/2023	PDSA in Restorative Practices provided to all teachers (PD)
09/09/2022	01/31/2023	PD provided to all teachers in Sanford Harmony SEL program

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	06/25/2023	Restorative Circle implemented into Advisory Classes
02/02/2023	06/25/2023	Implement Stanford Harmony strategies daily
02/02/2023	06/25/2023	Schedule HOME where all students and staff take a mindful moment and practice restorative practices on a daily basis.
02/02/2023	06/25/2023	Continue PDSA in Restorative Practices provided to all teachers (PD)
02/02/2023	06/25/2023	Continue PD provided to all teachers in Sanford Harmony SEL program

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2022	06/25/2023	Monthly Parent Focus Groups explaining restorative practices	N/A
09/09/2022	06/25/2023	PTA Meetings Share restorative practices strategies with families at PTA meetings	N/A
09/06/2022	06/24/2023	Parent Workshops SEL programs and advisory explained to parents SEL workshop for parents specifically to support their mental health and self care	School Based Social Worker, NYCID CBO, Mental Health Consultant

Human Resources	Social Worker, Model Teacher
Instructional Resources	Sanford Harmony, RULER, Restorative Practices Training
Schedule Adjustments	Schedule Advisory/SEL into weekly schedule. Implement HOME period, Monthly Restorative Practice Training
Other Resources Needed	All staff trained in Restorative Practices.

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)
Timely completion of IEPs	SEIS IEP Completion Report 2022 School Year	Outside factors such as bilingual and AT evaluations often push IEPs out of compliance. Need to develop systems for follow-up.
Strengthen pre referral process	SEIS IEP Completion Report 2022 School Year	Process for pre referral needs to be revisited and streamlined. Staff requires training on pre referral process.

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)	50	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timeliness of IEP completion by Increase 10, from 50% to 60, as measured by SEIS IEP Completion Report .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
SEGIS IEP Completion Report	IEP Completion	50%	55%	By January 2023 there will be an increase of 5 in the completion of IEPs in a timely manner. Our completion rate will improve from 50 to 55 by midyear, as measured by the SEGIS IEP Completion Report.	By January 2023 there will be an increase of 10 in the completion of IEPs in a timely manner. Our completion rate will improve from 50 to 60 by end of the school year, as measured by the SEGIS IEP Completion Report.

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/26/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Monthly IEP reviews by the SIT Team
	06/26/2023	Develop appropriately rigorous standards-aligned annual goals	IEP teacher will review all IEPs before finalization
09/09/2022	06/26/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	IEP teacher will review all IEPs before finalization
09/09/2022	06/26/2023	Ensure that programs and services mandated on each student's IEP are delivered	Weekly review of the mandated service report
09/09/2022	06/26/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	IEP teacher will review all IEPs before finalization.
09/09/2022	06/26/2023	Conduct IEP meetings within specified compliance dates	Monthly reminder to teachers of upcoming IEP
09/09/2022	06/26/2023	Monitor referrals to Special Education to ensure appropriate referrals only	RTI cycle and review of student work before school referral before evaluations

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)
09/14/2022	06/26/2023	Monthly Parent Focus Group	N/A
09/26/2022	06/26/2023	Coffee and Conversation Meetings with Parents	N/A
09/26/2022	06/26/2023	Information Sessions for Parents of Students with IEPs. Helping parents to know their rights in support of their children.	IEP teacher
09/26/2022	06/26/2023	Survey to see what parents feel is most needed to support their children. Support in ELA or Math. Planned information learning sessions for parents to support their children with homework and studying	Lead teachers, Coach

Human Resources	Additional staff members added to Child Study Meetings; Partner with Regional Partnership Center
Instructional Resources	Reading and Writing Units of Study, Investigations Math Program, Passports Social Studies, Amplify Science
Schedule Adjustments	Schedule Weekly Child Study Meetings
Other Resources Needed	RTI Tracking Form, Child Study Tracking Form

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	Fountas and Pinnel Levels, Acadience and MAP Growth	Great Leaps	One-to-one	During school day while students are in small group instruction.	No
Tier 3	Fountas and Pinnell. MAP Growth, Acadience	Great Leaps Digital	One-to-one	During the school day	Yes
Tier 2	I Ready Results; MAP, Acadience	Spire	Small Group	During the school day	No
Tier 3	1st and 2nd Grade Students 3rd Grade students based on F & P Reading Levels	Amira Reading	One- to-one	During the school day; After school	Yes
Tier 2	MAP Data	Rewards	Small Group	During the day; After School	No
Tier 2 and 3	Map Data Math and ELA	Edmentum	Small Group and One on One	During the day: After School	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher and Guidance Counselor referrals, Child Study Team referral	Restorative Circles	Small group	The service will provided in school during advisory class.	No
Tier 3	Teacher and Guidance Counselor referrals, Child Study Team referral	Check in Check Out	One-to-One	During the school day	No
Tier 3	Teacher and Guidance Counselor referrals, Child Study Team referral	Advisor/ Advisee	One- to- One	Before, During or After School	No
Tier 2	Teacher and Guidance Counselor referrals, Child Study Team referral	Sanford Harmony	Small Group	During the school day	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>10</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>The STH students are given a variety of resources. We supply them with school supplies and any necessary resources. We supply holiday meals and gifts to the families. Students are given a wi-fi enabled iPad. Students have counseling services with our Guidance Counselor. Academic supports are offered during our before, after and in school tutoring programs.</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
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS/IS 48, 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.</p>

Support for Parents and Family Members of Title I Students
<p>PS/IS 48 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;</p>

Parental Involvement and School Quality

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

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

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/IS 48, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	31
Borough:	R
School Number:	048

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	Allison O'Donnell
Assistant Principal	Marilyn Corson
Coach	Danielle Iacoviello
Coach	
English as a New Language (ENL)/Bilingual Teacher	Christine Vitale
General Education Teacher	Karan Cowan
ENL Teacher	
ENL Teacher	Jessica Russo
Parent	Caroline Hanna
Parent Coordinator	Maria Hionas
Teacher	Kathleen Caputo
Pupil Personnel Secretary	Donna Cusick
Guidance Counselor	Christine Reese
Social Worker	Darcy Hearn

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:	4
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]:	3
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	4
Number of ESOL certified teachers with a bilingual extension:	1

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:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	987
Total number of current ELLs at your school:	117
Total percentage (%) of current ELLs at your school:	11.8 %
Total number of former ELLs at your school:	25
Total percentage (%) of former ELLs at your school:	0.19%

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	0	0					0
TBE																	0
TBE																	0
DL				0	0	0	0	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>Students are grouped heterogeneously with students on their grade level. ENL teachers pull ELLs out of their main classrooms in order to service their stand-alone minutes. ENL teachers work with classroom teachers to ensure appropriate materials and content are being utilized for small group instruction. In addition, the ENL teachers utilize the lessons in teach hub for Entering and Emerging ELLS.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Students are grouped heterogeneously with students on their grade level. ENL teachers push into the main classrooms to assist ELLs and their classmates with English proficiency skills. ENL teachers plan with classroom teachers to ensure appropriate materials and content are being utilized during co-teaching.</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>PS/IS 48 is sure to review ATS reports such as the RLAT in order to ensure all students who require ENL services are accounted for. We review this document regularly to update our lists as needed and we work closely with our school's secretary so we can be informed of any new, incoming students. Once all of our ELL students are listed, we take note of their NYSITELL and NYSESLAT levels to calculate appropriate minutes of ENL services. We do our best to group ELLs in either a General Education classroom or an ICT classroom (depending on the needs of each individual student) and plan our schedules accordingly. After we propose a tentative schedule, we work with administrators to ensure minimal disruption to student schedules and to be able to co-teach in English Language Arts and other relevant content areas.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Based on May 2021 EDAT: Newcomer: 46 (69.7%) Developing: 18 (27.3%) ELLs with IEP: 27 (40.9%) For our newcomers, instruction focuses on oral proficiency and survival skills in the English language. Methodologies such as TPR and sheltered English are utilized. We take their home language and native culture into account when creating lessons. We understand that newcomers need a low affective filter in order to feel comfortable in their new learning environment. This goes hand in hand with our philosophy of culturally responsive teaching.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Based on May 2021 EDAT: Long Term: 2 (3%) SIFE: 0 (0%) After careful analysis, we noted that our long term ELLs have demonstrated deficits in a specific modality rather than struggling with all four modalities. Taking this into account, instruction is tailored to the individual student's needs and provides scaffolding based on that.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Based on May 2021 EDAT: Former ELLs: 21 (2%) At PS/IS 48 Former ELLs will receive 90minutes of integrated ENL for 2 years after testing out and have access to testing accommodations for those 2 years as well.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Overall, our ELLs are most proficient in the modality of speaking and they are the least proficient in the modality of writing, according to the EDAT report. The EDAT also gleaned the following trends for each subgroup: Newcomers: 2.6% of our students scored "Low" on the writing modality of the NYSESLAT in 2019. Developing: 3.1% of this subgroup scored in "Low" on the writing modality of the NYSESLAT in 2019.. Long Term: None of our students scored "Low" in the modality on the NYSESLAT in 2019. SWD: 9% of these students scored "Low" in the modality of writing on the NYSESLAT in 2019. Our takeaway from this data is that our newcomer and developing ELLs are progressing along the appropriate language development continuum and are still in the BICS stage of language development. Our long term ELLs have achieved BICS and are approaching CALP. Our students with disabilities are struggling the most to achieve academic writing proficiency.</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>According to our data, 52% of ELLs who took the state ELA exam scored a level 1. Only 26% of ELLs who took the ELA exam scored a level 3 or higher. 44% of ELLs who took the state Math exam scored a level 1; whereas, 33% scored a level 3 or higher. This is consistent with NYSESLAT scores as our students are not yet proficient in English, but can perform slightly higher in the content area of mathematics.</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>According to the EDAT, we noticed that the majority of our highest level "at-risk" ELLs are achieving levels 1 and 2 on ELA and Math State exams. Upon further investigation, we determined that they also have risk indicators of 7 or 8 on the EDAT report, which show that their attendance rates are lower than the school average. Therefore, we believe that attendance has been affecting these students' progress to meet proficiency levels and NYS standards.</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>Based on the EDAT analysis, the largest representation of home language in our school is Chinese. Our school has created a language team and has included a Chinese-speaking staff member to assist with outreach and translations. Our school is also working on signage for parents in their home language as well as translated informational videos for parents.</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>In our school, 55% of students are White, 21% are Asian or Pacific Islander, 18% are Hispanic, 4% are Black and 2% are two or more races. Our school has developed a CRSE team to support and include our MLs/ELL students in planning and the delivery for the 2021-2022 school year by vertically aligning our curriculum maps for PreK-8. Our vertically aligned curriculum maps will ensure that our students are being supported and represented through CRSE books, texts, activities, lessons, and unit plans. Our planning is intentional to recognize our students' diversities and to ensure that they are being represented across our content area.</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>In our school, ELLs with IEPs are scoring lowest in the modality of writing on the NYSESLAT exam. We believe these results are occurring due to the students' cognitive abilities. Many ELLs with IEPs are not performing on grade level and the NYSESLAT is providing grade appropriate materials which are often challenging for these students. Newcomers: 2.6% of our students scored "Low" on the writing modality of the NYSESLAT in 2019. Developing: 3.1% of this subgroup scored in "Low" on the writing modality of the NYSESLAT in 2019.. Long Term: None of our students scored "Low" in the modality on the NYSESLAT in 2019. SWD: 9% of these students scored "Low" in the modality of writing on the NYSESLAT in 2019.</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>For the 2022-2023 school year, our Instructional Leadership Team is working with our CRSE team to audit the curriculum plans that will be used for this school year to ensure that they are aligned with the CRSE framework and is inclusive to our diverse student population including MLs/ELLs. Planning included to review books and texts that are used and to supplement additional CRSE books and texts for the units. Lessons and activities were also developed that aligned with the CRSE framework. Additionally for this school year, our CRSE Team planned for a Book of the Month for PreK-8 to support our MLs/ELLs students. Grades PreK-5 will all read the same book for each month with modified activities and lessons for their grade. Grades 6-8 will read either a short text or book and follow modified activities and lessons for their grade. Our Book of the Month protocol will support our school in implementing a culturally responsive environment that is inclusive to all students with the choice of various books that include background information of different cultures, traditions, immigration, and inclusivity.</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>In every class, teachers will embed Explicit Vocabulary Instruction throughout lessons so that students become proficient with using Tier II (academic) and Tier III (content/domain specific) vocabulary words. Our school is currently utilizing Flocabulary to increase deeper understanding of grade-level texts. This instruction will be targeted for small group instruction. Teachers will apply methodologies such as pre-teaching, front loading vocabulary, and scaffolding. To achieve this, students are provided with multiple scaffolds and supports including iPads, graphic organizers, translations, and videos/pictures.</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>Across all grade levels and proficiency levels, teachers are utilizing BrainPop software to enhance learning for MLs/ELLs. Teachers are providing students with devices to encourage self-paced learning. Pre-recorded lessons are also provided to ensure that students are able to receive lessons at their own pace and can review material as often as needed. We are also utilizing Epic Reading to access books on different subjects and levels, as well as Reflex for Math to make content more accessible. Other programs include, Gizmo, Generation Genius, Flocabulary and Explore Learning. All programs provide enrichment in content areas.</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>Our ELLs with IEPs are placed in the least restrictive environment and our school uses creative scheduling to offer flex periods for extra remediation or enrichment. During these flex periods, students are invited to participate in another classroom that is tailored to their needs whether they are in need of enrichment or remediation. We also offer an W.I.N (What I Need) period several times a week where small group instruction focuses on specific learning targets based on their weekly performance. For example, if students are struggling with vocabulary that week, they would be placed in a small group that targets vocabulary. This differentiation of instruction supports students and their modifications for MLs/ELLs with IEPs.</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>Our school currently utilizes Acadience for reading assessments, and MAP for math. Our data specialist gathers results from these screening assessments which is reviewed by the school's instructional team to further drive instruction.</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>PS/IS 48 offers AIS and RTI in all grade levels and for all subgroups of ELLs. Targeted intervention programs for ELLs in ELA, Math, and other content areas are provided by SETTS teachers with small group instruction. Students are chosen to receive AIS and RTI based on formal assessments (i.e. State exams, Fountas & Pinnell, etc.) or by teacher recommendation. Additionally, students have access to Edmentum and RAZ-Plus programs. Edmentum delivers differentiated, self-paced, grade-appropriate lessons to students in reading and math. All instruction is provided in English. RAZ-Plus provides differentiated and self-paced instruction in English and some support in native language. For the 2022-2023 school year, all interested ML/ELL families, with a priority going to those scoring at the Entering and Emerging level, will be invited to Title III supplementary support programs.</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>PS/IS 48 maintains data tracking sheets for students throughout their time in our school. The data includes formative assessment grades which are used to guide RTI instruction and evaluate student benchmarks. When providing RTI to SWD-ELLs, we take into account students' native language proficiencies as well as their cultural background and educational histories. From there, we design RTI to be culturally responsive while providing native language support whenever possible.</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>PS/IS 48 utilizes NYS state exams, Fountas and Pinnell reading assessments, and teacher created assessments such as unit pre and post assessments to inform and drive instruction. This year the school is also utilizing the universal screeners MAP for Grades 3-8 ELA, MAP for Grades K-8 Math, and Acadience Reading for Grades K-2. The information from these assessments helps us to determine student strengths and weaknesses. We use this data to plan for small group instruction and our WIN (What I Need) MTSS instructional periods. We also use this data to help inform our Academic Interventions.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Although we do not have any bilingual programs at PS/IS 48, when an ELL student is evaluated by the School Assessment Team, a bilingual evaluator is provided.</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>PS/IS 48 evaluates ML/ELL program effectiveness using the NYSESLAT, ELA State Exams and Math State Exams data for our students. We also take informal and formal assessments throughout the school year into account. These findings are analyzed by ENL teachers and the School Instructional Team. Together, we collaborate on designing culturally responsive instruction that is tailored to the needs of our ML/ELL population.</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>First, we run our ATS reports to ensure that every eligible student is accounted for at testing. Based on those numbers, the ENL department meets with administration in order to come up with a schedule to secure rooms and proctors for the exam. Once dates and times have been secured, letters are sent home to families in the language of their choice, informing them of their child's testing dates. This ensures that parents are aware of testing dates and make every effort to have students arrive on time at school. In light of the fact that COVID is still a factor, we have built in more make-up days than we have in the past to guarantee we have enough time to test all students. ENL staff members are rotated during proctoring sessions to make sure that ENL services continue.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELLs with IEPs received IEP mandate minutes through special education teachers, Occupational therapists, Physical therapists and Speech therapists regardless if they were remote or blended. These students also were given priority to return to school five days a week. During remote learning, all students were given necessary learning materials such as books and technology to ensure that they could fully participate in their remote learning activities.</p>
<p>b. SIFE</p>	<p>In the event of receiving SIFE students, intervention plans will be created based on the results of the oral interview and the Literacy Evaluation for Newcomers (LENS).</p>
<p>c. Newcomer</p>	<p>Newcomer intervention heavily focuses on acquisition of Basic Interpersonal Communication Skills (BICS) and basic survival phrases (i.e. Where is the bathroom? My address is... etc.) We translate grade-level material into their home language for extra support. Additionally, our RAZ program allows access to grade level literature that is tailor to their specific reading levels.</p>
<p>d. Developing</p>	<p>For developing students, the academic interventions focus more on text complexity. Extensive preparation in writing is also done in the ENL setting. We translate grade-level material into their home language for extra support. Additionally, our RAZ program allows access to grade level literature that is tailor to their specific reading levels.</p>
<p>e. Long Term</p>	<p>In the case of long term ELLs, the School Intervention Team would meet to review a student's work to see if there was an academic issue impeding the student's language acquisition and then plan further instruction. We translate grade-level material into their home language for extra support. Additionally, our RAZ program allows access to grade level literature that is tailor to their specific reading levels.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs will receive 90minutes of integrated ENL for 2 years after testing out and testing accommodations. Our RAZ program allows access to grade level literature that is tailor to their specific reading levels.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Currently PS/IS 48 does not have a TBE or Dual Language program; therefore, the students are not receiving periodic assessments in their native language. In the case of special education evaluations, we are cognizant that all ELLs referred for an evaluation must receive the evaluation in both their native language and English. Although we do not currently have a bilingual program at our school, the ENL teachers work very closely with the testing coordinator to monitor any possible students that would require a translated version of a state test. In the instances of low incidence languages we have used funding to secure translators from the "Big Word," a DOE approved vendor, in order to assist the child. We understand that a student should be given every opportunity to succeed in their language.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliiteracy?</p>	<p>Currently, Spanish is the only language elective offered at PS/IS 48. At this time, our school is preparing students for the Spanish Proficiency Exam. All students who take this elective are offered this preparation.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>All staff are trained in TREP (Trauma Responsive Educational Practices) to support students with trauma and emotional distress. We have also used Sanford Harmony and will implement WE Trauma-Informed/Mental Well-Being as resources for our SEL Curriculum to ensure that our students’ social and emotional needs are being met in the classroom. In all grades K-8 we will be implementing Restorative Practices during their advisory to support learning and decision making.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>PS/IS 48’s plan to meet the mandated CTLE ELL specific hours for certification renewal is supported through our Monday Professional Development and through our Central Office Professional Developments. PS/IS 48 continuously shares information that supports our CTLE ELL hours and to participate in professional developments.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>PS/IS 48 developed a Dream Squad within our school to design, implement, and sustain a partnership plan for our MLLs/ELLs and immigrant plan. Our team built their understanding around the needs, resources and strategies to support our MLLs/ELLs and immigrant students and families to support them in their college and career journey. Dream Squad met to create school goals which include increasing family engagement of our MLLs/ELLs students and families through PTA meetings and Town Hall Meetings. The Dream Squad is also planning to support our students and families from 6th Grade to begin preparing for the high school application process. We are preparing for parent meetings to be translated for our parents in their native language. Meeting will provide parents with either written translations of key points or they will be pre-recorded for parents and families in their native language. During live orientations, we will have translators to answer additional questions that parents may have. Going into the 2022-2023 school year, we will plan to send home translated support letters and introductory unit letters vertically across the grade ban to our MLLs/ELLs, immigrant students and families. These translated letters will help support our families and students whose preferred language is not English. We will continue to post important notifications on Operoo/Class Dojo which are translated into families preferred language.</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>It has always been important for PS/IS 48 to maintain strong communication between ELL families and teachers. As always, whenever needed, phone conferences can be conducted but now we have been provided with time on a weekly basis, which is utilized for such parent outreach. The LAC coordinators are always apprised of these meetings beforehand so that they may make ample provisions for interpretation and translation services. These services can be in the form of translations of documents or interpretation services at any school interaction per parent request. ELL parents are also invited annually to a meeting with ELL teachers to express any questions or concerns they might have about their child and their input on how we can make the school more accessible to immigrant families. In addition to the mandated parent teacher conferences, one-on-one parent meetings are on-going to meet the new CR part 154 requirements. Parent outreach is done through physical meetings during Tuesday afternoons or on an ongoing basis through phone conferences and Class Dojo.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>In order to assist newly enrolled and current ELLs transition back into our school, a team effort is required. After ENL teachers identify the student, this information is quickly shared with not only the administration but with teachers, the parent coordinator as well as the school based support team. The ENL teachers are the liaisons for these students. The guidance counselor is also apprised of these students. Ms. Reese, our school's guidance counselor, works with students to help ELL students (newcomers) team up with other students who speak their native language, making the transition easier for the student in their new school and environment. Students learn their new language (English) using technology and computer programs to help introduce them to their new language using the four modalities.</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 ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). Enrollment status of each newly admitted student is determined. If a student has been in NYS public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and proficiency level. If a student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. The home language of the student is determined by a trained and licensed pedagogue. The parent completes the Home Language Identification Survey in the parent's 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. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. Eligibility for the NYSITELL is determined. 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. Student is administered the NYSITELL, if eligible. Parent notification letters are sent to the parent in the parent's preferred language. Parents are notified of their child's ELL status and results of the NYSITELL. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife> . If a student is an ELL, the parent is invited to the parent orientation meeting. The parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. The student is placed in the ELL program that the parent selected. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.</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
Christine	Vitale	Co-LAC	2020	Yes	
Maria	Hionas	CO-LAC	2020	Yes	

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

First Name	Last Name	Title

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
albanian	7	.061	7	.061
arabic	13	1.13	15	1.31
Chinese	114	9.92	90	7.83
Cantonese	0	0	9	.78
mandarin	0	0	23	2
English	942	81.98	92.9	80.85
Polish	4	.35	5	.44
Russian	20	1.74	19	1.65
Sinhalese	1	.09	1	.09
Spanish	33	2.87	35	3.05
Turkish	7	0.61	7	0.61
Urdu	3	.26	3	.26
ukranian	5	.44	5	.44
uzbek	0	0	1	.09

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	2	2
Chinese	1	1
Albanian	1	1
Russian	1	1
Arabic	2	2
Polish	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>PTA, School Leadership Team meeting and monthly parent work shops are used to assess written translation and oral interpretation needs. The ENL teachers and the Parent Coordinator meet with ELL parents on an ongoing basis. This information is used to ensure parents are provided with information in their native language. The DOE interpretation telephone unit is used for parent teacher conferences and translation monies are used to translate notices/ letters into many different languages. Translation services are provided at monthly PTA meeting. Posters and notices are posted in different languages throughout the school. In order to ensure that all parents' requests are honored, information is harvested from HLIS s surveys, blue contact cards and RAPL and RCPL reports in ATS. The ENL teachers in conjunction with the Parent Coordinator then compile all this information to determine translation needs. In light of Covid all these meetings took place virtually and the LAC coordinators attended all the meeting offered in order to best serve our families during these very difficult times,</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.
Report Card	4 times a year	DOE translated versions T and I unit when feasible
School conduct Policy	1 time a year	DOE translated versions, T and I unit when feasible
All Teacher/School related Documents	As need basis	Google translate , Class Dojo, translations of documents provided by NYC t and I unit
IEPs	Per Parent Request	T and I unit

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.
Kindergarten Orientation	1 time a year	Canvas HLIS forms to determine language needs of parents, Secure staff members for interpretation , Translated video via Flip Grid
Back to School Night	1 time a year	Canvas Bilingual staff, language line
Parent teacher meetings	As needed	Canvas Bilingual staff, language line
IEP meetings	As needed	Canvas Bilingual staff, language line
ENL parent meetings	As needed	Canvas Bilingual staff, language line
Parent Workshops	Whenever feasible	Bilingual staff,

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school emergency protocol will be followed to call home with information on blue cards. Our school also utilizes School Messenger as well. This service translates Robo-calls into four high incidence languages. In the event that oral translation is needed all faculty has been trained on how to utilize the language line for over the phone interpretation. In light of Covid our school has utilized many different resources to disseminate information that was available to us in the info hub as well as provided to us by our field access coordinator Johanna Rivera who was very helpful during this time. We also utilized class dojo to provide real time translations of all school events and communications to keep families updated and informed during the entire virtual learning period. We are fully prepared to continue with all of these measures in September.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In the case of student specific events our staff has been trained to utilize language line if bilingual staff members are not available at the the time when an incident has occurred. In addition staff members can contact parents via Class Dojo which translates into over 35 languages. During remote learning Class Dojo became an invaluable tool for our MLL families.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>In the event of an emergency a parent has several options to contact the school . They can send a message via Class Dojo or Pupil Path which will provide a translation of the message or they may call the school requesting translation. A trained staff member would call the parent back using the language line in order to ensure that the message was properly received.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	turnkey training and google doc
Over-the-Phone Interpretation Desk Aid	Turn Key training and Google Doc
Language Access Handbook	Turn key training and Google Doc
T&I Unit InfoHub Link	

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).	During a virtual staff conference Ms. Hionas and Ms. Vitale along with other members of the language team will review chancellors Regulation A-663 with all faculty and will share available resources with the entire staff. The resources will be housed in Ms. Hionas' office and will also live in a google doc so that all the staff will have access.
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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>As per Chancelors Regulations, at registration every fami ly is asked for their written a nd oral la nguage preference. This information is documented on the students emergency blue card, as well as in ATS. If there is a need for language interpretation the school makes every effort to obtain the requested language using all the channels previously stated. The ENL teachers and the Parent Coordinator work in tandem with the school 's pupil personnel secretary to monitor the schools translation and interpretation needs through ATS reports and blue card findings. We are cognizant that schools must determine a family's need for this service within 30 days of enrollment. We are also aware that families have a right to notification of any critical information regarding their child's education including health, safety, legal disciplinary matters and entitlement to placement in any Special Education, ELL, or non-standard academic program. In addition, both the ENL teachers and the Parent Coordinator will be sent the periodic trainings provided by the DOE translation and interpretations unit. We will provide each parent whose primary language that is other than English with written notification of their rights regarding translation and interpretation in the appropriate covered languages and instructions on how to obtain such services. At the main entrance, a sign in each covered language indicating the office/room where a copy of such written notification can be obtained. In addition, a Language ID card is placed at the security desk and in the main office. Parents will be notified of the DOE website concerning the rights of parents to translation and interpretation and how to access such services.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>To gather feedback from parents on the quality and availability of services provided we us e the NYC School survey which asks questions pertaining to communication with the school staff, administration and community. We have adjusted to parents concerns by utilizing Class Dojo in every grade so that translations are available to parents, and also submitting requests for translations in a timely manner so that we may provide them with all handouts. We will also be creating Parent Surveys. These surveys will be used next year to determine how we can further support our families.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>After reviewing feedback from both parents and staff it has come to our attention that parents are in greater need of oral translation rather than written. Therefore our Language access team has decided to make a series of instructional videos in the languages of need at our school using the flip grid platform. We hope that this better assists parents to feel more connected to our school community.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	PS/IS 48
DBN:	31R048
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	100
Total # of teachers in this program:	7

# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	5
Describe the direct instruction supplemental program here and include the <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>PS/IS 48 plans to hold Title III Saturday programs that targets struggling 1st- 8th grade ELL students at all proficiency levels. This program will target listening, speaking, reading and writing in English. The rationale behind this is that these students are still demonstrating both academic and social emotional deficits due to COVID interrupting their education. This program will be offered in two rounds, each meeting 4 times at 2 hours a session. In its entirety, the program will begin in January and commence in March. All instruction will be delivered in English with home language support through the RAZ-Kids/Foundations program and Google translate as needed. This will be taught by two ENL certified teachers who also hold content area licenses and five general education teachers. In addition, one of the teachers holds a special education license.</p>
Rationale	The rationale behind this is that these students are still demonstrating both academic and social emotional deficits due to COVID interrupting their education.
Subgroups and grade levels of students to be served	The Saturday programs will target struggling 1st- 8th grade ELL students at all proficiency levels including Former ELLs.
Schedule and duration	This program will be offered in two rounds, each meeting 4 times at 2 hours a session. In its entirety, the program will begin in January and commence in March.
Language of instruction	English is the language of instruction
Number and types of certified teachers	5 General Education Teachers 2 ENL teachers
Types of materials	RAZ-software, Lakeshore educational materials, and Foundations A-Z software.
Include any additional details here:	N/A

The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy
Grades to be served in this program. Select all that apply.	,1,2,3,5,4,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	All teachers taking part in the Title III programs will meet for training before the programs begin. During these professional developments, teachers who are going to work in the Title III programs are trained in the updates of RAZ including the new component of Foundations A-Z. They are also analyzing MAP data and how it corresponds to RAZ. Teachers will then be updating lessons according to the data extrapolated from MAP results. Training will be held for 2 hours on a Saturday prior to the beginning of each round of the program.
Rationale	During these professional developments, teachers who are going to work in the Title III programs are trained in the updates of RAZ including the new component of Foundations A-Z. They are also analyzing MAP data and how it corresponds to RAZ.
Teachers to receive training	All teachers taking part in the Title III programs will meet for training before the programs begin.
Schedule and duration	Training will be held for 2 hours on a Saturday prior to the beginning of each round of the program. (Anticipated dates: January 7th and February 18th)
Topics to be covered	During these professional developments, teachers who are going to work in the Title III programs are trained in the updates of RAZ including the new component of Foundations A-Z. They will analyze MAP data from classroom teachers to drive instruction.
Name of provider	ENL teachers
Include any additional details here:	N/A

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: <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 	At the end of each round, we will be holding an information and training session for parents who are interested in continuing the use of RAZ at home with their child. Students will be able to share their work from the Title III program with their parents during this time. The sessions will be 2 hours long. In addition, we will be inviting all recent newcomer families to visit a cultural institution in New York as a way to welcome refugee families and familiarizing them with the culture of New York.
Rationale	We will be holding an information and training session for parents who are interested in continuing the use of RAZ at home with their child. We will be inviting all recent newcomer families to visit a cultural institution in New York as a way to welcome refugee families and familiarizing them with the culture of New York.
Schedule and duration	Two Saturday sessions for an hour. The date of the trip is pending availability.
Topics to be covered	Using RAZ/Foundations at home while sharing in a culminating activity. Cultural sites in NYC.
Name of provider	PS/IS 48 ENL teachers
How parents will be notified of these activities	Parents will be notified through Parent Square.
Include any additional details here:	N/A

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	\$7,419.60	The money will be used for direct instruction,
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	\$1,567.10	Supplemental supplies for the early childhood portion of the program
Educational Software (Object Code 199)	\$905.90	Purchase of RAZ kids program for use during Title III program
Professional Development	\$1,020	Training provided for teachers involved in the program
Parent Engagement	\$1,020	Supplemental Parent Engagement Activities
TOTAL	12,366	All monies will be used to support the Title III programs that we have developed.

Allocation Amount (\$):	12,366
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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