

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	09X063
School Name	P.S. 063 Author's Academy
Principal	Reinaldo Diaz-lens

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

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

#### The Education Planning Process



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

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

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

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
  
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
  - What theories or hypotheses explain the current student and school outcomes?
  - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

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

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	Authors' Academy
District Borough Number (DBN):	09X063
Grades Served:	3K-5
School Address:	1260 Franklin Avenue Bronx, NY 10456
Phone Number:	718-589-3058
Fax:	718 589-4917
School Contact Person:	Reinaldo Diaz-Lens
School Contact Person Email Address:	RDiaz15@schools.nyc.gov
Principal:	Reinaldo Diaz-Lens

United Federation of Teachers (UFT) Chapter Leader:	Tracie Abrigo
Parents' Association President:	Keyla Arzu
SLT Chairperson:	Veronica Singh
Title I Parent Advisory Council Chairperson (PAC):	Margarita Como-Guzman
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Thairis Rivas

## **District Information**

Geographic District:	09
Superintendent:	Harry Sherman
Superintendent's Office Address:	1230 Zerega Avenue Bronx, NY 10462
Superintendent's Email Address:	hsherma@schools.nyc.gov
Phone Number:	718-589-3058
Fax:	718 589-4917

## **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	
Reinaldo Diaz-Lens	Principal or Designee*		
Tracie Abrigo	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Yokaty Belen	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Maritza Santiago	District Council 37 (DC 37) Representative (staff), if applicable		
Carmen Jacobo	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		
Nakia Townsend	Parent		
Yanelis Hernandez	Parent		
Ricarda Pantaleon	Parent		
	Parent		
Alejandra Suarez	Staff		
Veronica Singh	SLT chairperson		
	Member/		
	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
Eunice Lindenberg	Assistant Principal	
Julia Osei	UFT Teacher Center Coach	
	Parent	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	PS63X "Where Teaching and Learning is a Community Affair" Our school vision is to empower our young people with the 21st century skills and mindset to achieve their full potential and meet the challenges of the future. Our school mission is to provide an optimum learning environment for all students by making a commitment to creating a supportive community in which we meet student social and emotional needs, providing rigorous and differentiated instruction to meet the academic needs of all learners, and develop a culture of collaboration, respect, and continuous improvement among teachers.
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:  Include demographic information about your school's student population.	PS 63 is an Elementary school in the Morrisania section of the South Bronx that serves 502 students in grades 3K-5. The school population comprises 34% Black, 61 % Hispanic, and 3% White, 1% American Indian/ Alaskan, 1 % Asian students. The student body includes 25 % English language learners and 27% special education students. Boys account for 47% of the students enrolled and girls account for 53 %. The average attendance rate for the school year 2021-22 is 87 % With the on-going support of our parents, dedicated staff members, CBO's and a strong instructional leadership. team we have been able to successfully maintain the status of schools in good standing during the last 18 years.
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	EL	
Math	K-5	EnVision Math 2.0	

## 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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
-Word meaning -Making text-based inferences - Students with IEPs are not transferring knowledge and skills practiced in class	Progress monitoring /Mock Assessment 2020-21	-Lack of knowledge of prefixes, affixes, suffixes -Limited academic vocabulary -Limited knowledge of subject matter -Difficulty making text-based inferences
-Supporting ideas with text details -Writing to sources	EL Module and End of Unit Assessment 2020-21	-Students not monitoring for meaning as they read -Limited understanding of the structure of a written response
-Teachers embedding resources to ensure student success -Access to learning -	Classroom observations (Advance data)	-Limited connection between IEP needs and teacher practices -Limited collaborative opportunities to plan or design lessons that include a variety of resources and teaching modalities

**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.

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
All Students	37%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 37% to 42%, as measured by MAP ELA .
English Language Learners	27%	By June, 2023, Elementary/Middle School ELA for English Language Learners will Increase 3%, from 27% to 30%, as measured by MAP ELA .
Students with Disabilities	8%	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 2%, from 8% to 10 %, as measured by MAP 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)
		Spring 2022			
MAP Assessment (Baseline, Mid-Year, End of Year)	37% of all groups achieving levels 2-4 by 4/30/23	37% of all students tested, achieved levels 2-4	39% of all students will be achieving levels 2-4	40% of all students will be achieving levels 2-4	42% of all students will be achieving levels 2-4
MAP assessment (Baseline, Mid-Year, End of Year)	English Language Learners (ELLs)	27% of students identified as ELLs tested, achieved levels 2-4	28% of students identified as SWDS will be achieving levels 2-4	29% of students identified as SWDS will be achieving levels 2-4	30% of students identified as SWDS will be achieving levels 2-4
MAP Assessment (Baseline, Mid-Year, End of Year)	Students with Disabilities (SWDs)	8% of students identified as SWDs tested, achieved levels 2-4	9% of students identified as SWDS will be achieving levels 2-4	10% of all students will be achieving levels 2-4	

**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?)
05/02/2022	06/28/2022	Administration and coaches will engage in a CRSE Curriculum audit of the EL Education Curriculum Module 1, using the CRE Scorecard Toolkit to ensure student equity, representation, empowerment (social justice), and access to the curriculum.
05/02/2022	06/28/2021	UFT Teacher center coach will engage vertical team of teachers in the revision of All About Me (Identity) Unit to ensure CRSE principles selected from CRSE Framework and Chapter 3 from Cultivating Genius are embedded to ensure all students are represented.
06/01/2022	09/30/2022	UFT Teacher center coach and EL consultant will engage K-5 teachers in the unpacking and implementation of EL Curriculum for Module 1, Units 1-3.
09/06/2022	01/31/2023	Administration and coaches will engage teachers in the analysis of literacy skills and standards that students are still struggling with, and determine how to better address those skills within the shared curriculum.
09/06/2022	01/31/2023	Grade level teams will continue to implement EL Education. Teachers will modify module 1 where appropriate in order to embed CRSE principles and meet to collaboratively plan lessons that include a variety of resources in order to give students access to the material. Also, teachers will see which technology resources will support the learning in module 1.
09/06/2022	01/31/2023	Teacher teams will engage in data cycles. Using formative/ summative assessment data to guide instructional choices and elevate the quality of instruction provided to all students
09/06/2022	01/31/2023	Teachers teams will engage in professional learning opportunities around CRSE principles to provide teachers with an understanding of how to best create equitable opportunities for learning so that all students thrive in their classrooms by ensuring student equity, representation, empowerment (social justice), and access.
09/06/2022	01/31/2023	Teachers will use F&P Assessment Data and informal Running Records to adjust guided reading groups and design lessons.
10/03/2022	11/23/2022	Administration and Coaches will norm the indicators for EL Education to develop Look-Fors around Hallmark 3 and design Professional Development activities
10/04/2022	01/31/2023	Teachers will continue to implement the Jan Richardson Model for Guided Reading. Teachers will meet to analyze formal and informal running record data, so that students are increasing levels between assessment cycles.
10/03/2022	01/31/2023	Teacher teams and individual teachers will engage in coaching cycles with EL Education consultants to focus on using high leverage strategies and total participation techniques to promote equity of voice in the classroom.
10/03/2022	01/31/2023	Teacher teams and individual teachers will engage in coaching cycles with EL Education consultants to focus on designing tasks and questions which incorporate academic/testing vocabulary, and structures to increase student stamina in order to effectively respond to text-dependent questions.
10/03/2022	01/31/2023	Instructional Leadership Team (ILT) will participate in progress monitoring and learning walks within the building around Advance Literacy Hallmark 3: Building Written Language, to ensure to ensure all students are engaged in authentic writing tasks to elevate quality and quantity of writing.
10/03/2022	01/31/2023	Teachers will participate in monthly EL curriculum unpacking (new teachers) planning, and data analysis with UFT literacy coach and EL consultant.
11/01/2022	01/31/2023	Teacher teams will analyze upcoming unit assessments in order to identify priority learning targets and develop scaffolds to ensure access for all learners.
11/01/2022	01/31/2023	Based on data from learning walks, ILT will conduct professional development around Hallmark 3 to ensure that all students are engaged in authentic writing tasks to elevate quality and quantity of writing.
11/01/2022	01/31/2023	Revisit professional learning on Leaders of Their Own Learning by Ron Berger around Chapter 4: Models, Critique, & Descriptive Feedback in order to increase student autonomy, allow students to create high-quality pieces of work, and promote student collaboration, as well as improve teacher understanding of expectations for tasks.

#### Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	Administration will conduct cycles of observation and learning walks around the instructional goals; in order to provide targeted feedback to improve or enhance teaching practices.
02/01/2023	06/27/2023	SpED teachers will embed IEP driven, child specific Specially Design Instructional strategies into daily lessons in order to provide student access to the literacy curriculum.
02/01/2023	06/27/2023	Teachers will continue to implement close reading strategies during GR - multiple reads of a text during lessons and at independent literacy work centers. Teachers will move students up guided reading levels by using informal running records.
02/01/2023	06/27/2023	Teachers will continue to implement close reading strategies during EL Education, including engaging in multiple reads of a text during lessons, finding the gist, annotating text, unpacking unfamiliar vocabulary.
02/01/2023	06/27/2023	Instructional Leadership Team will develop cycles of professional learning to support teachers with building language and knowledge in writing routines across content areas ,encourage student use of language resources when writing, and provide scaffolds to plan, discuss, and organize ideas in order to develop an argument. Focus will be on refining the work, and setting up inter-visitations for teachers that need further support to see lessons in action.
02/01/2023	06/27/2023	Teachers will participate in monthly EL curriculum unpacking, planning, and data analysis with UFT literacy coach and EL consultant.
02/01/2023	06/27/2023	Teacher teams and individual teachers in coaching cycles will work with EL Education consultants to focus on using high leverage strategies and total participation techniques to promote equity of voice in the classroom.
02/01/2023	06/27/2023	Teacher teams and individual teachers in coaching cycles will work with EL Education consultants to focus on implementing language dives in order to support both reading and writing fluency so students understand language structures that can then be applied during writing.
02/01/2023	03/31/2022	Teachers in grades K-2 will work with ULit coach to analyze the data from Acadience and the foundational phonics and phonemic awareness programs, and troubleshoot any problems arising.
02/01/2023	06/27/2023	Teachers in grades K-2 will work the ULit coach to effectively plan and implement Foundations, Geodes (decodables), as well as Heggerty Phonemic Awareness lessons.
02/01/2023	06/27/2023	Teachers will use Fountas and Pinnell Data to adjust guided reading groups and design lessons.
02/01/2023	06/27/2023	Teachers will provide ample writing opportunities so that students become familiar with writing expectations and have multiple opportunities to construct sentences and paragraphs.
02/01/2023	06/27/2023	Revisit professional learning on Leaders of Their Own Learning by Ron Berger around Chapter 2: Checking for Understanding During Daily Lessons in order to track student understanding and make adjustments to instruction.
05/01/2023	06/27/2023	Teacher Teams and Leadership Team will identify patterns of success and challenges using the EL Education curriculum during 22-23 school year and determine next steps for the 23-24 school year.

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/10/2022	06/09/2023	Monthly Parent Workshops on Reading, Writing, Math, and social emotional learning.	
10/24/2022	06/16/2023	Professional Development around CRSE, access for ENL and Special Education students	UFT Teacher Center, EL Education

Human Resources	UFT Teacher Center Literacy Coach (K-5), Universal Literacy Coach (K-2), EL Consultant , Bronx Field Support
<b>Instructional Resources</b>	EL Curriculum, Foundations (K-2), Decodables (Geodes, K-2), Heggerty (K-2), Jan Richardson Guided Literacy, Leveled Literacy intervention, SPIRE
<b>Schedule Adjustments</b>	Daily schedule would include time for literacy instruction, guided reading, and phonics (foundational skills)
<b>Other Resources Needed</b>	Interactive Platforms- Google Suite ( Classroom, Jamboard, Slides), SeeSaw, Peardeck, Class Kick, Padlet

## **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.

<b>1. Priority Need</b>	<b>2. Data Trend(s) (Cite Data Source &amp; Year)</b>	<b>3. Root Cause(s)</b>
Making sense of word problems and identifying entry points into the problem	Map Data Fall- Spring 2021-2022 I-Ready Spring Diagnostic 2022 Classroom Observations (Advance Data) 2021-2022	Lacking knowledge of strategies such as using concrete object or pictures to help conceptualize a problem. Limited content vocabulary Limited supports provided to comprehend problems.
Maintaining cognitive demand of a high level instructional tasks	Classroom Observations (Advance Data) 2021-2022 End of Unit 2021-2022	Access to the task is not always provided Limited use of advancing or probing questions by teacher. High level tasks do not address the cultural needs of students
Making sense of quantities and their relationships in problem situations	Map Assessment 2021-2022 Topic Assessments 2021-2022	Lack habits that build a coherent representation of the problem. Having a strong understanding of properties of operations. Not considering units involved. Need to make sense of the meaning of the quantities in the problem.

**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.

<b>Target Population</b>	<b>Baseline Data (CSI/TSI use ELA Academic Achievement Index)</b>	<b>SMART Goal</b>
All Students	28%	By May, 2023, Elementary/Middle School Math for All Students will Increase 4%, from 28% to 32%, as measured by MAP Assessment.
English Language Learners	25%	By May, 2023, Elementary/Middle School Math for English Language Learners will Increase 2%, from 25% to 27%, as measured by Map Assessment.
Students with Disabilities	5%	By May, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 2%, from 5% to 7%, as measured by MAP Assessment.

### **Progress Measures and Targets**

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

number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
Map Assessment (Baseline, Mid-Year, End of Year)	32% of all student groups will achieve levels 2 - 4 by 5/30/2023	28% of all students in all groups achieving at levels 2 - 4	28% of all students in all groups will achieve levels 2-4	30% of all students in all groups will achieve levels 2-4	32% of all students in all groups will achieve levels 2-4
Map Assessment (Baseline, Mid-Year, End of Year) (Baseline, Mid-Year, End of Year)	29% of students identified as ELLs will be achieving levels 2 - 4	25% of students identified as ELLs achieved at levels 2 - 4	25 % of ELLs will be achieving levels 2 - 4	27% of ELLs will be achieving levels 2 - 4	29% of ELLs will be achieving levels 2 - 4
Map Assessment (Baseline, Mid-Year, End of Year)	9% of students identified as SWD will be achieving at levels 2 - 4	5% students identified as SWD achieved at levels 2 -4	5% of students identified as SWD will be achieving at levels 2 -4	7% of students identified as SWD will be achieving at levels 2 -4	9% of students identified as SWD will be achieving at levels 2 -4

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2022	10/03/2022	Teacher Teams review and adjust units of study and tasks to ensure all students (including SWDs and ENLs) have access to high quality rigorous instruction whether in school building or through remote learning
09/12/2022	10/14/2022	Teacher Teams will be trained in school building in the use of MAP assessment data to engage in progress monitoring in order to identify students who require additional support/scaffolds and adaptations to the delivery of instruction.
09/19/2022	10/24/2022	Grade level teams will work to meet and plan Number Talks to develop number sense across grades.
10/03/2022	10/28/2022	Teacher teams will engage in rubric analysis focusing on multi step word problems.
10/12/2022	11/30/2022	Administrators will engage in norming sessions in school building or remotely on conducting formative evaluations, in order to provide targeted, actionable feedback to improve academic instruction.
11/01/2022		Grade level teams will integrate opportunities to incorporate academic language in the context of solving word problems including those that involve multi-steps. This will ensure students are provided access to the word problems in order to increase academic discourse and engagement.
12/02/2022	All math teachers including, ENL and SPED teachers meet and create a school learning community to facilitate productive mathematical instruction aligned to the 5 Practices for Orchestrating Productive Discussion.	
01/04/2023	01/27/2023	The Instructional Math Team will engage in progress monitoring and learning walkthroughs to provide feedback to teachers in order to improve academic instruction and pedagogy.

**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	02/28/2023	Teacher teams review and adjust units of study to ensure all students are trained in using The Three Reads Protocol when solving multi-step word problems and are engaged in the 5 Practices of Mathematics.
02/18/0002	03/24/2023	Grade level teams will integrate opportunities to incorporate academic language in the context of solving word problems including those that involve multi-steps. This will ensure students are provided access to the word problems in order to increase academic discourse and engagement.
03/01/2023	03/31/2023	Instructional Math Team will engage in data analysis of progress monitoring data to identify priority standards to target in instruction.
05/02/2023	06/02/2023	Administrators engage in summative and formative data, along with teacher observation data, to provide targeted feedback to communicate educational planning for the upcoming school year .
06/01/2023	06/25/2023	Administrators will engage in norming sessions in conducting formative and evaluative observations, in order to provide targeted, actionable feedback to improve academic instruction

### 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)
10/03/2022	12/23/2023	Parent Workshops- Priority standards focus	Parent Coordinator
01/03/2023	05/04/2023	Parent Workshops: 5 Practice for Orchestrating Productive Model exposure through classroom visits	Parent Coordinator
11/28/2022	02/06/2023	Parent Workshops: Understanding MAP Data	

Human Resources	Instrtutional Math Coach, Bronx Field Support
Instructional Resources	K-5 enVision 2.0 curriculum , 5 Practices for Orchestrating Productives Discussions, MAP, i-Ready, Numbers Talks by Sherry Parrish
Schedule Adjustments	Circular 6 Month Planning, Professional Development Mondays from 2:30-3:40 pm
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)
64% of teachers say that adults at the school teach students the skills they need to regulate their behavior( by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)	NYC School Survey Results 2021-22	Staff requires additional professional development around SEL to understand how to engage students in conversations around emotions.
55% of teachers say that adults at their school have access to school-based supports to assist in behavioral and emotional escalations.	NYC School Survey Results 2019-20	-Staff requires additional professional development around SEL to understand how to engage students in conversations around emotions. -Need for greater exposure to CRSE framework -Staff and students need to acknowledge the limitations of their own perspectives, in order to show empathy for others, and respect others' differences.
Limited student ability to recognize, understand, label, express, and regulate their own emotions emotions	OORs Reports Teacher observation	-Students lack self-regulation strategies -Students have limited vocabulary to describe and express emotions in a socially acceptable manner

**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	85	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 85 to 95, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Safety & Restorative Approaches to Behavior	85	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 85 to 95, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior <sup>9</sup>

**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)
		Spring 2022			
NYC School Survey	Collaborative and Trusting Relationships	85	85	90	95
NYC School Survey / OORs Reports	Safety and Restorative Approaches to Behavior	85	69		

**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?)
09/04/2022	09/12/2022	Members of the behavior intervention team will design and implement the use of a Sensory Path for students to practice self regulation strategies (planning, monitoring, reflection) across all grade levels
09/04/2022	09/12/2022	Teacher teams will collectively create a Classroom Emotional Charter a( RULER Anchor tool 1)
09/08/2022	01/31/2023	Year three of school-wide implementation of social emotional learning practices in order to foster communication, connection, and community with an emphasis on restorative circles and mindfulness( Brain Power)
09/13/2021	01/31/2023	Teachers and behavior teams will immerse students in SEL activities based on RULER anchor tools and Sanford Harmony lesson in order to foster self-awareness and self-management skills to achieve school and life success. Beginning with classroom teachers co-creating a classroom emotional charter with students. The student council will co-create a school charter for shared spaces
10/03/2022	01/31/2023	Teaches will implement basic Brain Power exercises into daily SEL routines.
10/03/2022	10/31/2022	Teachers and behavior teams will immerse students in the implementation of the RULER Anchor tool # 2 The Mood Meter for daily check-ins, and facilitate a series of SEL lessons around recognizing and accurately labeling emotions (Yellow/ Green Quadrants of the Mood Meter )
10/17/2022	01/31/2023	Bridging the Gap Social Worker and staff will lead lunch groups for students that are struggling socially and emotionally to promote healthy relationships with friends and family, positive self-talk and overall respect for oneself and others.
11/01/2021	01/31/2023	Our Bridging the Gap Social Worker will meet with students for individual, group or family counseling as needed.
11/01/2021	01/31/2023	Teachers and behavior teams will immerse students in SEL activities based on RULER anchor tools in order to foster self-awareness and self-management skills to achieve school and life success. Beginning with a series of RULER lessons around recognizing and accurately labeling emotions. Focusing on the Blue and Red Quadrants of the Mood Meter
11/28/2023	01/31/2023	Brain Power teacher leaders will conduct workshops in order to turn-key to colleagues, facilitate student leadership programming and run parent seminars.
11/28/2023	01/31/2023	Behavior Equity Team will create a SEL quarterly newsletter to share classroom stories, details about upcoming events, and suggestions for how families can support their children's social emotional growth at home.

**Action Planning - February to June**

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



Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/31/2022	06/24/2023	Behavior Equity Team will create a SEL quarterly newsletter to share classroom stories, details about upcoming events, and suggestions for how families can support their children's social emotional growth at home.
01/31/2023	06/24/2023	Members of the behavior intervention team will identify a target group of students based no the SEL Screener that will participate in small group sessions in order manage a variety of feelings and emotions
02/01/2023	05/28/2023	Classroom teachers will utilize RULER land Sanford Harmony lessons to introduce and implement the third anchor tool the Meta Moment. Providing students with strategies to manage emotions and respond to situations " Be their Best Selves" by prolonging the space in time between feeling triggered and our reaction time.
02/01/2023	06/24/2023	Our Bridging the Gap Social Worker will meet with students for individual, group or family counseling as needed.
02/01/2023	06/24/2023	Bridging the Gap Social Worker and interns will lead lunch groups for students that are struggling socially and emotionally to promote healthy relationships with friends and family, positive self-talk and overall respect for oneself and others.
03/15/2023	03/31/2023	Phase 2 of RULER rollout will continue. Classroom teachers will utilize RULER lessons to introduce and implement the third anchor tool the Blueprint. Encouraging students to develop emparhy, understand and consider the feelings and thoughts of others when resolving conflicts, and identify constructive solutions.
04/04/2023	04/29/2023	Brain Power teacher leaders will participate in bimonthly mentorship workshops in order to turn-key PD to colleagues, facilitate student leadership programming and run parent seminars
04/04/2023	05/31/2023	Teachers will continue engage students in a series of RULER lessons around recognizing and accurately labelling emotions (Blue and Green Quadrants of the Mood Meter).

#### 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)
09/26/2022	06/02/2023	Behavior Equity team will conduct mini RULER and Brain Power workshops for families in tandem with student implementation	RULER Yale Center for Emotional Intelligence
10/10/2022	05/26/2023	Behavior Equity Team will create a SEL quarterly newsletter to share classroom stories, details about upcoming events, and suggestions for how families can support their children's social emotional growth at home.	Brain Power, RULER Yale Center for Emotional Intelligence
11/01/2022	05/28/2023	Members of the School Behavior Equity Team will conduct parent workshops around mental health, self-care, and financial literacy	Office of School Health Bronx Field Support , STH Bridge the Gap

<b>Human Resources</b>	Partnership with Office of School Health Bronx Field Support , Behavior Equity Team (Bridging the Gap Social worker, SBST Social Worker, Guidance, Counselor, STH Coordinator, two classroom teachers, parent coordinator, AP)
<b>Instructional Resources</b>	Yale Center for Emotional Learning :RULER Anchor Tools and online resources, Brain Power mindfulness brain training and SEL) , PBIS rewards and online resources
<b>Schedule Adjustments</b>	Embed time during the daily schedule for SEL and mindfulness brain activities
<b>Other Resources Needed</b>	Rewards and incentives

## **AREA OF CONCENTRATION CHRONIC ABSENTEEISM**

#### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Decrease Chronic Absenteeism for all students	Chronic absenteeism rate for all students is 47% for all students in Kindergarten through 5th grade according to Insight.	Unable to reach out to parents due to phones being cut off, extended vacations and trips, consistent attendance incentives throughout the year, and lack of attendance goals setting in the beginning of the year.
Decrease Chronic Absenteeism in Students with Disabilities	67% of students with disabilities in shelters are chronically to severely chronically absent. according to New Vision.	Students miss buses or other mode of transportation provided for them. Other family burdens holding parents back from sending children to school. Lack of support for parents from multiple school stakeholders.
Provide consistent Success Mentors for all black students who are identified at risk, chronically absent, or severely chronically absent.	60% of Black students are severely chronically and chronically absent according to New Vision.	Lack of incentives and goal setting for attendance throughout the year. Haven't had consistent success mentors to support students and families.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	47%	By June, 2022, Chronic Absenteeism for All Students will Decrease 10%, from 47% to 37%, as measured by Chronic Absenteeism .
Students with Disabilities (SWD)	56%	By June, 2023, Chronic Absenteeism for Students with Disabilities (SWD) will Decrease 10%, from 56% to 46%, as measured by Chronic Absenteeism Rate.
Black	53%	By July, 2023, Chronic Absenteeism for Black will Decrease 10%, from 53% to 43%, as measured by Chronic Absenteeism Rate.

**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 2023			
Insight	Chronic Absenteeism for all students	47	47%	42%	37%
Insight	Students with Disabilities	56%	56%	51%	46%
Insight	Black Students	53%	53%	48%	43%

**Action Planning - August to January**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/30/2022	School Leaders will identify key staff members to serve on the attendance committee and develop protocols and expectations for this committee. The school will hold their first attendance incentive assembly.
09/12/2022	10/04/2022	The attendance committee will identify students that were previously at-risk, chronically and severely chronically absent and success mentors for these students. The committee will meet with success mentors and review the role of a success mentor and set expectations.
10/03/2022	10/28/2022	Success mentors will reach out to parents of students they are assigned to and introduce themselves, set attendance expectations, and try to address any barriers that will stop them from sending their child to school Success Mentors will also meet with their mentees and sets goals for students.
10/10/2022	06/24/2023	202Times for Success Mentors to meet with students will be set. Including lunch groups with Bridging the Gap Social Worker and Social Work Interns for students that are struggling socially and emotionally to promote healthy relationships with friends and family, positive self-talk and overall respect for oneself and others
10/03/2022	12/23/2022	The Attendance Team will design school wide activities such as Pajama Day, Ugly Sweater Day, Harvest Festivals, Winter Wonderlands, etc. in an effort to increase student attendance for days identified as low attendance days.
09/19/2022	01/27/2023	Implementation of PBIS and RULER to support with establishing a supportive school climate that promotes health and well-being
11/14/2022	12/23/2022	Quarterly assemblies will be held to recognize students with 95% and above attendance
10/17/2022	01/27/2023	Monthly Attendance meetings will take place to continue to monitor attendance, meet with success mentors and support with any students not showing progress with attendance.

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/01/2023	School Leaders and key staff members on the attendance committee will review protocols, expectations for this committee, and student data from September to December.
02/01/2023	03/15/2023	School Leaders will identify any new at-risk students and assign mentors to them.
02/01/2023	06/24/2023	The attendance team will continue to meet weekly. The meeting will address the following three buckets; review weekly attendance data to identify students absent two consecutive days. The team will determine the necessary outreach that must be conducted. review the progress of students receiving Tier 2 supports and review the attendance of those receiving Tier 3 supports and consider next steps
03/01/2023	06/16/2023	The Attendance Team will design school wide activities such as Supper Heros Day, Dance Off, Staff vs. Student kickball games etc. in an effort to increase student attendance for the entire school population.
02/01/2023	05/27/2022	Quarterly assemblies will be held to recognize students with 100% attendance
04/03/2023	05/30/2023	Review the School Attendance Plan and policies to all staff and families. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.

**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	10/15/2022	Assign classroom parents to classrooms to support with incentives, encouraging parents in each class to participate in workshops, class trips, college and career readiness week, and Read Aloud week	School Leaders
11/01/2022	05/28/2023	Family seminars and workshops around stress management for parents; homework tips; mindful parenting; positive discipline; proactive communication.	Brain Power
09/26/2022	06/16/2023	Health and wellness workshops will be held monthly for families	Office of School Health Bronx Field Support
11/21/2022	03/20/2023	Provide workshops for parents to support with job placement, creating resumes, and English workshops	Parent Coordinator
12/05/2022	03/06/2023	Expose parents to middle schools that will benefit and meet the needs and interests of their 5th graders. Provide guidance for applying to the middle schools of their choice.	Assistant Principal and Parent Coordinator
10/10/2022	Provide monthly "Coffee with the Principal" mornings where parents can voice concerns, interests and ask questions	Principal	

Human Resources	Bridging the Gap Social Worker and interns, School Attendance and Outreach Teams
Instructional Resources	PBIS Rewards, RULER instructional materials and anchor tools, New Visions Portal, Insight, ATS for tracking and monitoring student attendance
Schedule Adjustments	Allocate time for weekly attendance team meeting , Success Mentoring with Bridging Gap Social Worker, Events Committee planning, Parent workshops,
Other Resources Needed	Student incentives, Game Room materials, Success Mentor tracker

## **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)
Developing Quality IEPs: Clear alignment between the PLOP, goals, and services	IEP Review Tool 2021-22	Staff needs to develop greater understanding of student's needs and strengths.
Develop appropriately rigorous standards-aligned lessons which provide access to all SWDs Professional learning around implementing SDI strategies in daily lessons. Increase access for SWDs to general education curriculum	Advance Teacher Performance Data 2021-22	Limited alignment between IEP directed SDI strategies and daily lessons Limited knowledge of SDI strategies and implementation
Ensure that programs and services mandated on each student's IEP are delivered Timely monitoring of goals and services, and IEP creation	Program Services Report June 2021	Need for additional professional development around progress monitoring tools Limited systems in place to monitor compliance

**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)	67	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP Specificity by Increase 13 percentage points , from 67% to 80 % , as measured by IEP review survey questions 21-24.
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 Integration of student IEP requirements into daily lesson plans based on the implementation of SDI practices by Increase 25%, from 50% to 75%, as measured by student access to unit and daily lesson plans .
All Students with Disabilities (SWD)	65	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve ensure timely completion of IEPs by Increase 15%, from 65 to 80%, as measured by Program Services 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)
		Spring 2022			
IEP Review Tool	IEP Specificity based on IEP review survey questions 21-24	67%	67%	74	80%
Daily lessons and unit plans (Advance Data)	embedding of SDI strategies in daily lessons	50	60	70	75
Program Services Report	Timely completion of IEPs and implementation of services	65	72	67	72

#### 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?)
08/29/2022	12/30/2022	Developing Quality IEPs: Clear alignment between the PLOP, goals, and services	Administration will immerse teachers in professional development around Developing Quality IEPs with a focus on: Alignment between Goals and PLOP, Data driven services and accommodations , Evidence of comparative analysis, Clear measurement assessment for progress monitoring .
08/29/2022	12/30/2022	Developing Quality IEPs: Clear alignment between the PLOP, goals, and services	Teachers and service providers will engage in monthly PDs to help strengthen the quality of the language used in IEPs. The data on the IEP review surveys will be analyzed and addressed via these monthly sessions. Teachers and providers will also share SDI practices. All the information will be gathered via a live document which will be made available to all teachers as a reference
09/14/2022	09/19/2022	Developing Quality IEPs: Clear alignment between the PLOP, goals, and services	Special Education Teachers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around developing Class SDI at a glance document.
10/03/2022	12/02/2022	Monthly special education Professional Development	Teachers and service providers will engage in monthly meetings to help strengthen the quality of the language used in IEPs. The data on the IEP review surveys will be analyzed and addressed via these monthly meetings.
10/10/2022	10/14/2022	Monthly special education Professional Development	Paraprofessionals will participate in professional development lead by IEP teacher and UFT special education liaison around crisis intervention
11/07/2022	11/10/2022	Monthly special education Professional Development	Special Education Teachers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around developing a quality IEP.
11/28/2022	12/02/2022	Monthly special education Professional Development	Paraprofessionals will participate in professional development lead by IEP teacher and UFT special education liaison around the implementation of a BIP.
12/05/2022	12/10/2022	Monthly special education Professional Development	Special Education Teachers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around creating annual goals.
01/09/2022	01/13/2023	Monthly special education Professional Development	Special Education Teachers and service providers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around aligning goals to the PLOP.
09/14/2022	06/24/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The SBST will review IEP recommendations and services to ensure they are (data driven) based on the student's present levels of performance and in consideration of the student's strengths, needs, interests and preferences
10/10/2022	06/24/2023	Ensure that programs and services mandated on each student's IEP are delivered	Monthly sit meetings will ensure that all teachers and service providers are on track with the recording of mandated services on SESIS
10/10/2022	06/24/2023	Ensure that programs and services mandated on each student's IEP are delivered	Monthly SIT meetings will review the Program Services Report in order to maintain above a 95% fully matched for all special education services.
08/29/2022	06/24/2023	Conduct IEP meetings within specified compliance dates	IEP liaison and school psychologist will create a shared calendar for IEPs meetings (Annuals and Triennials), BIP Reviews, and communication dates.
09/14/2022	06/24/2023	Conduct IEP meetings within specified compliance dates	Teachers and paraprofessionals will be provided with IEP and Behavior Implementation Plan (BIP) due dates for all students at the beginning of the school year to ensure timely completion of all IEP related documents.
10/31/2022	06/24/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Administration will ensure systems are for implementation and monitoring of RtI services to at risk students prior to request for evaluation

10/31/2022	06/24/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Teachers will engage in progress monitoring to assess how the services impact student performance
10/31/2022	01/31/2023	Ensure effective systems and structures are in place for the timely completion of IEPs and progress monitoring are in place	Teacher Teams will be trained in the use of formative assessment data to engage in progress monitoring in order to identify students who require additional support/scaffolds and adaptations to the delivery of instruction.
09/14/2022	06/24/2023	Ensure effective systems and structures are in place for the timely completion of IEPs and progress monitoring are in place	IEP liaison and school psychologist will use the Program Services Tool to monitor compliance dates
09/14/2022	06/24/2023	Develop appropriately rigorous standards-aligned lessons which provide access to all SWDs	Teachers will implement IEP driven student specific SDI strategies and digital tools in lessons and unit plans Special Education teachers and service providers will participate in professional development around SDI implementation and the creation of and the creation of a class at a glance document.
09/14/2022	06/24/2023	Develop appropriately rigorous standards-aligned lessons which provide access to all SWDs	Classroom and individual/group paraprofessionals will attend their assigned student's IEP meetings to ensure implementation of SDI.
10/10/2022	06/24/2023	Develop appropriately rigorous standards-aligned lessons which provide access to all SWDs	Special education teachers will meet monthly to share SDI practices. All the information will be gathered via a live document which will be made available to all teachers as a reference.
09/14/2022	06/24/2023	Develop appropriately rigorous standards-aligned lessons which provide access to all learners	Administration will create opportunities for grade level teachers and teacher specific common planning including collaborative work with GenEd teachers and teachers of SWDs and ELLs
09/14/2023	06/24/2023	Developing Quality IEPs: Clear alignment between the PLOP, goals, and services	Grade level teams will integrate opportunities to plan lessons and activities which incorporate multiple modalities. This will ensure students are provided access to the learning in order to increase academic discourse and engagement.
02/06/2023	02/11/2023	Monthly special education Professional Development Monthly special education Professional Development	Special Education Teachers and service providers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around progress monitoring goals.
02/13/2023	02/17/2023	Monthly special education Professional Development Monthly special education Professional Development	Paraprofessionals will participate in professional development lead by IEP teacher and UFT special education liaison progress monitoring data.
03/06/2023	03/10/2023	Monthly special education Professional Development Monthly special education Professional Development	Teachers and service providers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around testing accommodations
04/10/2023	04/14/2023	Monthly special education Professional Development Monthly special education Professional Development	Special Education Teachers will participate in professional development lead by IEP Teacher, District 9 Bronx field Support and UFT special education liaison around implementation of SDI

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/24/2023	During all IEP meetings parents will be informed of an option to receive a translated version of the IEP document. Flyers will be available with information regarding the list of languages available for translation via the NYC department of education.	Bronx Field Support, UFT Teacher Center
11/09/2022	11/16/2022	IEP teacher and SBST will conduct workshops on the IEP process and understanding IEPs. Parents will be provided with an explanation of the continuum of services available through the NYC department of education.	Bronx Field Support, UFT Teacher Center

Human Resources	SIT team, IEP teacher, Bronx Borough Office SpEd Leads
Instructional Resources	SEGIS, Google Suite
Schedule Adjustments	Planning time allocated monthly/ quarterly for team meetings and IEP creation, Teacher, paraprofessional, and related services providers and para Professional Development
Other Resources Needed	N/A

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

### Academic Support

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

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

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

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



Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 /3	1-2 years below grade level Screener	Reading Rescue	One-to -one and small group instruction	During	
Tier 2 /3	1-2 years below grade level Letter/Sounds Assessment /DIBELS	Fundations Intervention Fun Hub	Small group	During	Yes
Tier 2/3	2 years below grade level F&P Running Record	Leveled Literacy Intervention (LLI)	Small group	During	No
Tier 2/3	Assessment Data	iReady Toolbox	One-to -one and small group instruction	Before and After School	Yes
Tier 2	1-2 years below grade level Iready Diagnostic	Adaptive Technology	one-on-one	Before, During, After school	Yes
Tier 2/3	1-2 years below grade level MAP ELA and Math Assessment		Individual/Small group 3x week w/ math or literacy coach	Before, During, 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	Preventive and Restorative care	AIS- Counseling	One-to-one and Small group	During	No
Tier 2	Teacher referral -parental request	Success Mentoring	One-to-one and Small group	During	Yes
Tier 2	STH	Bridging the Gap (lunch groups)	Small group	During	Yes
Tier 2/3	Trauma informed Counseling OORs	Restorative Circles	One-to-one and Small group	During	No
Tier 3	IEP Driven	Mandated Counseling	One-to-one and Small group	During	No
Tier 1/2	PBIS	Sanford Harmony/ Lessons from Aperture	One-One, Small and Whole Group	During	Yes
Tier 1/2/3	RULER	Sanford Harmony/ Lessons from Aperture	One-One, Small and Whole Group	During	Yes
Tier 2/3	Trauma Informed Counseling OORs	Restorative Circles	One-to-one and Small group	During	No
Tier 3	IEP driven		One-to-one and Small group	During	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>	60
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Describe the services you are planning to provide to the STH population.	We will conduct outreach to families to assess for any mental health or resource needs, and follow up with resources and referrals. Provide monthly workshops for families that reside in temporary housing around self-care, mental health, nutrition, financial literacy, etc. Monitor and support attendance for students in temporary housing through daily outreach to families and success mentoring to students (with low attendance and limited engagement ). Lead lunch groups with Bridging the Gap Social Worker and Social Work Interns for students that are struggling socially and emotionally to promote healthy relationships with friends and family, positive self-talk and overall respect for oneself and others. Our Bridging the Gap Social Worker will meet with students for individual, group or family counseling as needed. Additionally, we will provide students with basic school needs(uniforms and supplies).
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# SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

## Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [PS63X], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
[PS63X] will support parents and family members of Title I students by: <ul style="list-style-type: none"> <li>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</li> <li>• 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;</li> <li>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;</li> <li>• providing assistance to parents in understanding City, State and Federal standards and assessments;</li> <li>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</li> <li>• 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;</li> </ul>

### 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)

[PS63X], 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:	09
Borough:	Bronx
School Number:	063

### 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	Reinaldo Diaz-Lens
Assistant Principal	Maryum Mathew
Coach	Julia Osei
Coach	Veronica Singh
English as a New Language (ENL)/Bilingual Teacher	Alejandra Suarez
School Counselor	
Teacher/Subject Area	Leticia Ayala/ ELA
Teacher/Subject Area	Kristine Benedict/ Math
Parent	Ricarda Pantaleon
Parent Coordinator	Mario Piantini
Related-Service Provider	Anika Mussenden

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## C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	3
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

### 2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	2
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]:	N/A
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## D. Student Demographics

Total number of students at your school (excluding pre-K):	360
Total number of current ELLs at your school:	90
Total percentage (%) of current ELLs at your school:	25%
Total number of former ELLs at your school:	6
Total percentage (%) of former ELLs at your school:	1.6%

## PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special

education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A	N/A	N/A	0	0	0	0	0	0								0
TBE	N/A	N/A	N/A	0	0	0	0	0	0								0
TBE	N/A	N/A	N/A	0	0	0	0	0	0								0
DL	N/A	N/A	N/A	0	0	0	0	0	0								0
DL	N/A	N/A	N/A	0	0	0	0	0	0								0
DL	N/A	N/A	N/A	0	0	0	0	0	0								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>Entering and Emerging Multilingual learners receive Stand-alone instruction. The students at the Entering language proficiency level receive 1 unit (180 minutes) and the Emerging students receive .5 units (90 minutes) as per CR Part 154. A NYS ENL certified teacher provides English language development instruction to help students acquire the English language. These Multilingual learners vary in their home language backgrounds. The focus during Stand-alone ENL is small group instruction focused on building basic vocabulary, literacy, and communication skills for Entering and Emerging students. The instruction during a Stand-alone program is designed to help students acquire the skills and language they need to excel in their core content classes.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Our Multilingual learners in all proficiency levels (Entering, Emerging, Transitioning, Expanding, and Commanding) receive Integrated English as a New Language instruction. Entering and Expanding students receive 1 unit of study (180 minutes) per week in ENL/ELA. Emerging students receive 1 unit of study (180 minutes) per week in ENL/ELA with flexibility. Transitioning students receive .5 units of study (90 minutes) per week in ENL/ELA with flexibility. Commanding students receive .5 units of study (90 minutes) per week of Integrated ENL in ELA or Content Area. Integrated ENL is provided in the ELL students' grade-level classrooms. At this time, ENL teachers collaborate to co-teach with classroom teachers in content areas. This includes ELA, Math, Social Studies, or Science. The teachers work together to ensure that Multilingual learners are receiving meaningful instruction with appropriate scaffolds with entry points to content material. These language supports are provided for multilingual students in order to meet their needs as required as per CR Part 154 of the Commissioner's Regulations.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<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>Our NYS certified ENL teachers provide our Multilingual learners with English language instruction. Two teachers work with students in grades K-5. One additional ENL teacher is in a self-contained setting. Our Entering and Emerging ELLs receive 360 instructional minutes per week. Transitioning and Expanding ELLs receive 180 minutes, while our Commanding (former) ELLs receive 90 instructional minutes per week. Third grade ENL students receive the mandated instructional minutes via an ENL self-contained setting. Stand-Alone ENL and Integrated ENL will depend on the proficiency level of the student. Entering students receive 1 unit of Stand-Alone ENL and 1 unit of Integrated ENL/ELA. Emerging students receive 1 unit of Integrated ENL and .5 units of Stand-Alone and additional Integrated ENL/ELA. Transitioning students receive .5 of Integrated ENL/ELA and .5 of Stand-Alone ENL or additional Stand-Alone ENL. Expanding students receive 1 unit of integrated ENL/ELA. Students who are at the Commanding proficiency level receive .5 of Integrated ENL in ELA or another Core Content area. Instructional minutes are delivered during Stand-Alone and Integrated ENL. During the Stand-Alone the ENL teacher aligns small group instruction based on content and theme of the EL Education curriculum. This allows for the small group to revisit the lesson content via Guided Reading and Guided Writing instruction. During Integrated instruction, students will receive content-area instruction along with English language development. The ENL teacher and a grade level or subject specific teacher collaborate to instruct ELL students.</p>
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3. For schools with Dual Language programs:  Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

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

## PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school?  What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	77.7% of our ENL students are Newcomers. 0% of our ELL students are Students with Inconsistent/Interrupted Formal Education SIFE. Newcomer/Entering students receive 360 minutes per week of ENL instructional time. This includes Integrated and Stand-Alone instruction. During the Stand-alone time, an ENL teacher will work with newcomer students in small cooperative groups focusing on English language development in the Speaking, Listening, Reading, and Writing modalities. Additionally, the goal is to build reading skills by focusing on phonics, basic vocabulary, and comprehension.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	1.1% of our ENL students are Long-Term ELLs. 8.5% of the ELLs are Potential Long-term ELLs. To prevent our at-risk students from becoming Long-term ELLs, we will continue progress monitoring Transitioning and Expanding ELLs with NYSESLAT results and MAP ELA.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	1.6% of our ENL students are former ELLs. Former MLLs/ELLs continue to receive .5 units of study of Integrated ENL in ELA or a Core Content Area. NYSESLAT data informs us that our FELLs require additional support in the writing modality. The instructional focus with this subgroup is to develop ideas in writing by using relevant details. Additionally students will use tier 2-3 words and phrases.

<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>NYSESLAT 2021 (34 Test-Takers): Entering 8.8% Emerging 35.3% Transitioning 23.5% Expanding 17.6% NYSESLAT data showed positive gains in the Writing modality of the NYSESLAT for our 3rd and 4th grade ELLs. We had 7 students in 1st, 4th, and 5th score high in the Listening modality. Additionally the data showed students in 2nd and 3rd grades scored lowest in the Writing modality. Students in 1st grade scored low in Speaking, 4th grade scored low in Reading, 5th scored evenly in Reading and Writing. Most significant was the 2nd grade group of which 7 students scored less than 15% of the questions correctly in the Writing modality. Our focus for this school year is Hallmark 3: Building Written Language to ensure all students are engaged in authentic writing tasks to improve the quality of their writing. During Stand-alone instructional time, we will focus on writing simple, expanded, and complex sentences along with paragraph structure.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The New York State English as a Second Language Test (NYSESLAT) data reveals 11 students in grades 3-5 scored a 2 on the ELA test. Furthermore, 8 of the students were at the Expanding proficiency level and 3 students had already tested Commanding. The findings for the Math test were similar. We had 13 ELLs who scored at level 2. Some students that scored a level 2 in ELA and Math tests are also students who are stalling in their language proficiency levels. We continue to follow the Multi-Tiered Systems of Support (MTSS) for providing Academic Intervention Services for our ELLs who are identified as not meeting grade standards in ELA or Math. The ENL teacher works collaboratively with the classroom teacher to identify the instructional needs. Progress monitoring of these students throughout the year takes place to identify additional support needed.</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>We have 4 current or Former ELLs with 3 at-risk indicators or more. The at-risk indicators include Temporary Housing, a stall on the 2019 and 2021 NYSESLAT, and a Newcomer identification. We work collaboratively with our Temporary Housing School Liaison to support 37% of our ELLs who are currently in temporary housing. Our ELLs who show a stall on the NYSESLAT are monitored during ENL instructional time. Students are also provided with Tier 2 and 3 academic support based on NYSESLAT, MAP assessment, and IReady data.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The Home Language with the largest representation is Spanish, spoken by 83 students. Arabic and Hausa follow with 3 students each. Twi is spoken by 2 students, while French, Soninke, and Fulani are each spoken by 1 student. We welcome all students and families to our school community. The first point of contact is made during the intake process. We strive to make students and their families feel welcomed by providing assistance when they are completing registration forms and the Home Language Identification Survey. Families are provided with language translation and interpretation should they need it. Our Office staff, Parent Coordinator, and ENL teachers work together to support families during the admission process and beyond. We keep lines of communication open and collaborate with families to support student learning by making ourselves available to answer questions and facilitate communication between families and classroom teachers. We value and celebrate the diversity of our entire school community. We use the EL Education Literacy curriculum which embeds learning about different histories, communities, and cultures. Additionally, teachers create welcoming environments in their classroom where each child is a contributing member of our school community.</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 <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>ENL-Racial and ethnic classifications: American Indian/Alaskan Native 52.1% Black 27.7% White 12.8% Asian 2.1% Multiracial 4.3% ENL- Place of birth: USA 43 Dominican Republic 30 Honduras 11 Yemen, Ghana, and Spain - 2 each Togo, Gambia, El Salvador, and Guinea - 1 each Our ENL students are included in the development and implementation of activities related to Culturally Responsive and Sustaining Education. We communicate and work with our families to learn about students' cultures and backgrounds. This helps gain insight and align curriculum and programming to address the diversity of our school community. We deliver rigorous and equitable instruction via our ELA and Math curriculums across grades which embed student equity and representation throughout. This ensures that our students are learning about a variety of histories and experiences. Additionally, school administration and coaches engage in a CRSE Curriculum audit of the EL Education Curriculum used. We set high expectations for all of our students regardless of identity markers or their language. Staff is provided with continuous professional development to support our diverse school community.</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>There were no Students with Interrupted Formal Education (SIFE) test takers for the 2021 NYSESLAT. There were 9 students with Individualized Education Plans (IEP) that tested, of whom 4 tested at the Emerging and 5 tested at the Transitioning Language Proficiency level. There were 25 ENL test-takers without an IEP. A priority need for our ELLs with IEPs, is to continue working on decoding skills during Guided Reading and coherence of response during Guided Writing. This will support our students as they develop their writing skills.</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>Our Instructional Leadership Team (ILT) considers MLs/ELLs in the school's instructional design in several ways. The team carefully reviews MAP assessment, iReady, New York State ELA and Math exams, and NYSESLAT data to strategically identify the needs of our student body. After reviewing the data, we identify ways to improve our instructional practices to improve student outcomes. Our focus for the 2022-2023 school year is Hallmark 3 of Advanced Literacies: Writing to build language and knowledge. This priority need is directly aligned to the needs of our ELLs. Our ELL students benefit greatly from their current writing skills. They will build on their use of language, development of ideas, organization, and structure in their writing.</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>English Language instruction is embedded in English Language Arts, Math, Science, and the Social Studies curriculum. Mini-lessons include a focus on target words and academic language. Explicit vocabulary instruction, sentence starters, sentence frames, graphic organizers, KWL charts, realia, manipulatives, and word walls are embedded into lessons to differentiate and make content accessible to ELLs of all language proficiency levels. The home language is used as needed to support comprehension. More specifically, the EL Education curriculum incorporates Language Dives for Multilingual learners to help in unpacking complex sentences for understanding and meaning. Conversation Cues and teacher questions are also incorporated to promote productive and equitable conversation for students of all proficiency levels. In Math, the Five Practices are used to aid students in developing their speaking and discussion skills. They are provided with sentence starters and frames to develop language skills and these scaffolds are later removed as students become more independent. The Instructional Leadership Team continues with a school-wide focus on Hallmark 2 (Talk/discuss to build both conversational and academic language and knowledge) and Hallmark 3 (Write to build language and knowledge). This work supports the language skills and competencies of our ELLs. We continue to work on building rich discussions with an emphasis on using discussion protocols and grade specific talking stems in all content areas. This work addresses the speaking modality of all proficiency levels. Students have been using Turn and Talk, and Think, Pair, Share protocols to guide them in partner and whole class discussions. This work has continued with Hallmark 3 of Writing to build language and knowledge. Target words have been incorporated into lessons strategically in order to build student's writing. Progress monitoring of our ELLs occurs throughout the school year with the use of MAP assessments, iReady, and Fountas &amp; Pinnell Benchmark Assessment Systems.</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>Teachers of ELL-SWDs use various strategies to scaffold academic content and vocabulary. Our ELLs with an Individualized Education Program benefit from visuals embedded throughout the lesson, TPR, use of graphic organizers along with written and oral directions. Students benefit from personalized word walls, anchor charts illustrating tiered vocabulary for the unit of study, and the use of manipulatives during instruction. Students work collaboratively with partners or small groups during a lesson and are provided with feedback and support. Our K-5 teachers have continued to use Pear Deck, Seesaw, Jamboard, Kahoot, ClassKick, and Padlet throughout lessons to enhance student interaction and facilitate instruction during ELA, Math, Integrated, and Stand-alone lessons. The platforms allow for additional methods of assessing Speaking, Listening, Reading, and Writing modalities. For example, the teacher will ask students to respond to a question on Jamboard and then use student responses to guide the discussion and provide additional student feedback. Teachers also incorporate checklists, success criteria, and self reflections to further assess student understanding of content. Our ELLs with IEPs benefit from differentiated lessons to address learning needs based on their Individualized Education Plans. Modified lessons include a Screen-castify recorded read-aloud of texts as well as a vocabulary word banks for a unit.</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>Currently we do not have Special Education ELLs that require Flexible scheduling. We adhere to chapter 408 and all teachers and service providers understand the IEP goals of the Special Education ELL students they work with. In addition, collaborative planning time is scheduled for teachers across grades K-5. This planning time with the Literacy/Math coaches provides teachers an opportunity to focus on curriculum planning with the needs of their students in mind.</p>

## **Know Every Student Well**

<p><b>SCREENERS</b></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>MAP Math and ELA Assessments, Fountas &amp; Pinnell Benchmark Assessment System, I-Ready Reading/Math Diagnostic, Acadience, EL Education mid unit and end of unit assessment, and NYSESLAT are used to guide instructional planning for our English Language Learners. The 2023 NYSESLAT data and NYSITELL exams administered in the fall to eligible students help identify the language proficiency levels of our students and their language needs. All of these screening assessments allow us to progress monitor our ELL students throughout the school year.</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>Our ENL students receive direct ELA and Math instruction from the classroom teacher. The ENL teacher and Enrichment Specialist provide additional support in the form of Guided Reading and Writing, word work, phonics, phonemic awareness, decoding, fluency, vocabulary development and scaffolds for Math content . Students also use I-Ready adaptive technology, or Imagine Learning English to reinforce skills in reading and writing. Foundations, Reading Rescue, Fountas and Pinnell Leveled Literacy Intervention (LLI), and IReady Teacher Toolbox are used as interventions for all students including those that are English language Learners. Foundations helps our ENL students with sequenced skills, (phonological awareness, decoding, vocabulary) speaking, and listening skills throughout the lessons. The Leveled Literacy Intervention (LLI) focuses on accuracy, fluency, and comprehension in a small group setting. LLI also targets student writing. This has been an area many of our ELLs of varying proficiency levels struggle with. Under the RTI model, after approximately 6 weeks of robust Tier 1 instruction and a second Fountas and Pinnell Running Record Assessment, the RTI coordinator along with the teachers will use the data to determine which students are making adequate progress and which students are candidates for Tier 2 intervention. After 6 weeks, if those students in Tier 2 are making adequate progress, a decision is made either to continue them in Tier 2 intervention, or remove them from Tier 2 services. If progress is not happening, the RTI Teacher will change the research based program being used and/or intensify the RTI instruction to Tier 3. For our ENL students, factors such as the student’s years of service in the ENL program, Native Language proficiency, English proficiency and testing data, will help determine next steps.</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>The NYSESLAT, ELA, Math, Fountas and Pinnell Running Records, MAP assessment, work samples, and teacher reports are carefully reviewed. A recommendation for Response to Intervention (RTI) for students who are not meeting ELA and Math instructional benchmarks. During remote learning we adapt the screening process and use teacher feedback to identify students who are failing to engage or underperforming in content areas. Additionally, we factor in the student's history. This includes the student's proficiency in the native language, length of time in the country, progress made in various academic areas. We look carefully at the resources that will be used with the student. Progress monitoring within the four modalities (Speaking, Listening, Reading, and Writing) is essential, when evaluating ELLs for intervention services. Our 2021 NYSESLAT data, shows 44% of our English Language Learners in K-5 scored low in the writing modality. As a result, a portion of the Stand-alone instructional time for Emerging and Transitioning students is dedicated to guided writing instruction.</p>

<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>We use a variety of assessments for progress monitoring. Student literacy skills are assessed using MAP and Acadience in the fall, winter, and spring. Fountas and Pinnell Benchmark Assessment System is used to evaluate student reading behaviors, fluency, and comprehension for independent and instructional reading levels in grades K-5. ELA module assessments and Math unit assessments are used throughout the school year. Furthermore, I-Ready Diagnostic assessments identify students' reading and math sub-skill levels. For Spanish newcomers, we use Evaluación Del Desarrollo De la Lectura (EDL) to identify the students' skills in reading engagement, oral reading fluency, and comprehension.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>N/A</p>
<p><b>SUMMATIVE</b></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>New York State English as a Second Language Achievement Test (NYSESLAT), English Language Arts, and Math exams are used to evaluate and inform our ELL program. We use the language proficiency levels from the NYSESLAT to schedule students for their ENL instructional minutes. Currently, data from the 2021-22 ELL Data Analysis Tool (EDAT) indicates 8.5% of our students are at risk of being Long-Term ELLs. This helps guide our planning and instruction. For this subgroup, our focus is on the Reading and Writing modalities to show growth in ELA and NYSESLAT.</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>P.S. 63 Testing coordinator is responsible for the preparation and supervision of all state testing, including the NYSESLAT. This includes supervision of ENL teachers involved with NYSESLAT administration. All staff members are trained and carefully adhere to guidelines set forth by the state and the city during the examination and scoring periods. We carefully develop an efficient testing schedule, so instructional time and mandated services are minimally affected.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>All teachers working with ELLs with IEPs review their educational plan to familiarize themselves with their strengths, needs, and instructional goals for the year. The ENL teachers scaffold content to make the academic content and vocabulary accessible for our students and incorporate visuals throughout the lesson, Total Physical Response (TPR), use of graphic organizers along with written and oral directions. Students benefit from personalized word walls, anchor charts illustrating tiered vocabulary for the unit of study, and the use of manipulatives during instruction. Scaffolds and supports are evaluated periodically and removed as needed when students show progress and language growth.</p>
<p>b. SIFE</p>	<p>Several assessment tools are used to appropriately serve Students with Inconsistent/Interrupted Formal Education (SIFE). This includes the SIFE Oral Interview Questionnaire and Guidance Document to collect information on the student's family and home background, educational history, and literacy practices. The Multilingual Literacy SIFE Screener (MLS), helps determine the literacy levels of a SIFE student in the home language to design appropriate placement and instruction. The Writing Screener identifies basic writing skills. Once identified, a plan of action is selected to help the SIFE student work towards grade level standards. SIFE students are supported through small group work via the Integrated/Stand-alone model during in person or remote instruction. The focus with our SIFE students is to introduce letter knowledge, print conventions, and phonological awareness which provides the SIFE students with a starting point in the classroom or in remote instruction. The Imagine Learning English program is another tool used to provide SIFE students with visuals and repetition needed. Our Social-Emotional Learning program helps support learning for our SIFE students as it helps with building routines, clear expectations, using oral language activities to scaffold written work and build individual accountability. The classroom and ENL teachers will work with the School Based Support Team should the students require additional Social Emotional support.</p>
<p>c. Newcomer</p>	<p>Formal and informal assessments are used to evaluate Newcomer/Entering students. These assessments include the New York State Identification Test (NYSITELL), Spanish-Lab, Fountas &amp; Pinnell Benchmark Assessment, Evaluación del Desarrollo de la Lectura (EDL), Math, and ELA baseline. The Evaluación del Desarrollo de la Lectura (EDL) program assesses the literacy development of newcomers, including alphabet, sight word recognition, reading comprehension, writing mechanics, listening and speaking abilities, and phonemic awareness in Spanish. Once a student is identified as Entering, they receive 360 minutes per week of ENL instructional time. This includes Integrated and Stand-Alone instruction. During the Stand-alone time, an ENL teacher will work with Newcomer students in small cooperative groups focusing on English language development in the Speaking, Listening, Reading, and Writing strands. Small group instruction is aligned to the grade specific unit study in the EL Education curriculum and EnVision Math.</p>
<p>d. Developing</p>	<p>Our Developing students begin to show more independence in their academic language skills, but still require content specific vocabulary instruction along with strategies they can use when working independently in reading and writing. Reading strategies are used with this subgroup and include monitoring, self-correcting, re-reading to clarify meaning, problem-solving new words, retelling, and summarizing. Our Developing students continue to benefit from contextual and visual cues to aid in comprehension, therefore we use technology to make content accessible for them.</p>
<p>e. Long Term</p>	<p>We have 1 Long-term ELL. To support this ELL and to prevent the at-risk students from becoming Long-term ELLs we identify gaps where interventions are needed. Our focus with this subgroup is the writing modality. Data informs us that there is a struggle with language functions and sentence structure. Another Area of focus with these students is grammar usage and mechanics to improve clarity and further enhance their writing. The ENL teacher will provide targeted feedback to written work in class. Moreover the ENL teacher will collaborate with the classroom teacher to review the student's writing and next steps of support for the ENL student.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Commanding students continue to receive ENL support for an additional year through the 90 minute option. We find that FELLs require additional support in the writing modality. The focus when working with these students is to ensure that they are moving forward in sentence complexity in their written responses. We will monitor the use of writing checklists, success criteria, and use of appropriate writing mechanics to support these students in their writing. We want to ensure our FELLs are making adequate progress in the ELA and Math.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>We make an effort to provide Home Language support to our Newcomer ELLs when needed. We want them to feel welcomed and at ease with their transition into a new country and school. When possible and necessary, we use their Native Language to communicate instructions for a task and class expectations. We will also use scaffolding in the native language to make content accessible, when necessary.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>N/A</p>

## **21st Century Adult Learning**

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Our ELA and Math coaches create a professional development calendar for teachers, which cover a range of topics that target the needs of all students including those of our English Language Learners. This school year, the Instructional Leadership Team (ILT) continues to work on Advanced Literacies, Hallmark 3: Writing to Build Language and Knowledge. According to our NYSESLAT data, this is the modality most of our ELLs struggle with. The professional learning scheduled for staff will be beneficial for all of our ELLs. We will support our students with making text-based inferences, supporting their ideas with text details, familiarity with understanding text language, and using resources for writing. Staff will continue to focus on engagement strategies to promote thoughtful conversations and acquire language skills throughout lessons. Some of these strategies include, using Equity sticks to encourage participation, Self Whisper to answer a question, and Think-Pair-Share. Our professional development goals are aligned with the belief that all students, including our ELLs, are to be provided with a rigorous curriculum and the tools to reach their highest academic potential. A strong component to accomplishing this is to “Know our students well”. Pertinent information on our ELLs is embedded in professional development in order to meet the needs of our students. The ENL coordinator will continue to attend the District 9, ENL Liaison meeting with an ELL Services Administrator in person or remotely. The information shared in the meeting will be turn-keyed to the other ENL staff members.</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>Our school’s professional development plan is rigorous, reflective, and differentiated to provide staff with ample opportunities for teacher learning and development. Staff will be provided with professional learning opportunities around CRSE principles to provide an understanding of how to best create equitable opportunities and access for learning so that all students thrive in the classroom, including Multilingual learners. Furthermore, teachers will engage in coaching cycles with EL Education to focus on using high leverage strategies and Total participation techniques to promote equity in the classroom. Teachers receive useful feedback on their practice from peers, coaches, and administration. Teachers are provided with the designated 15% of total hours of ELL professional development during the designated morning Professional Development time. UFT Teacher Center coach, Universal Literacy coach, Math coach, or the Instructional Leadership Team facilitate the learning sessions. ENL teachers meet the 50% of total hours through attendance at District 9 Liaison monthly meetings, annual NYSABE conference, and NYC DOE AIS Professional Services K-5 workshops attended to support ENL students eligible for RTI. Our instructional goals continue to focus on providing multiple access points to support student engagement in rigorous tasks, so that all learners, including English Language Learners, have opportunities to be highly engaged and demonstrate critical and analytical thinking. Sign-in sheets and agendas are kept for in-house professional development and for the meetings between ENL teachers and the ENL Supervisor.</p>

## **Strong Family-Community Ties**



<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>We are focused on improving communication with and empowering our families. This is a prime opportunity to evaluate specific needs of our school community, more specifically of families with Multilingual learners. We want to continue providing parent workshops that address Social-Emotional Learning for students and their families. This entails providing the necessary resources and support to families who have faced and continue to face challenges related to COVID-19. This is tied to bringing the school community together for workshops on techniques to managing stress, focusing on parent health and wellness, and informing families about the community resources available to them. This work is aligned to the Culturally Responsive and Sustaining Education (CR-SE).</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>Families of our Multilingual learners are invited to individual meetings to inform them of the EL Education, Math EnVision curriculum, and the language proficiency level of their child in grades K-5. This is an opportunity for parents to be well informed of grade expectations, grade specific standards, language proficiency, and resources available to help support their child throughout the school year. Parent meetings are scheduled when needed with classroom teachers and the ENL teacher. Teacher maintain an open line of communication with parents of ELLs throughout the school year. Translation and Interpretation is provided for a parent's preferred language by an in-house translator or using the NYC DOE Translation/Interpretation unit. Records of parent meetings and phone calls are kept via a sign-in sheet or written log. The ENL teacher files copies of parent letters and sign-in sheets.</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>Our newly enrolled ELLs and current ELLs are invited to participate in our "Back to School" event. This is an opportunity for families to meet P.S. 63 staff members, including classroom teachers and service providers. This event is a collaboration between the school and our after-school Community-based organization. This is an opportunity for the school community to come together prior to the first day of school. Families are also invited to attend the ENL annual meeting. During this meeting, parents meet with their child's ENL teacher to learn about the academic and language progress their child is making and how they can further support them at home.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our ENL certified teachers, Mr. Canarte and Ms. Suarez are members of the identification team. They work collaboratively with the Pupil Accounting Secretary, Ms. Fernandez to complete the ELL Identification Process. P.S. 63 follows the NYC DOE ELL Identification Process: - 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. b. If 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. a. 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 a n alternative, high quality translation service. -An interview with parents and students in English is conducted in the home language. 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. a. If the newly enrolled student is entering with a n IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. -Students are administered the NYSITELL, if eligible. -Parent notification letters are sent to the parent in the parent's preferred language. a. Parents are notified of their child's ELL status and results of the NYSITELL. -If the student is identified as a n 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. -If a student is an ELL, the parent is invited to the parent orientation meeting. a. 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 s o that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. -ELL is placed in the ELL program where the parent is elected. 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 s o 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
Jean	Canarte	ENL Teacher	2022	Yes	Yes
Alejandra	Suarez	ENL Teacher	2021	Yes	Yes
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

First Name	Last Name	Title
Mario	Piantini	Parent Coordinator
N/A	N/A	N/A
N/A	N/A	N/A

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No
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**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	326	67.22%	318	67.09%
Spanish	155	31.96%	152	32.07%
French	3	0.62%	2	0.42%
Twi	0	0	1	0.21%
Mossi (More)	1	0.21%	1	0.21%

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	5	12

<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"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>P.S. 63 uses various data sources to assess and capture language preferences of the parent community at our school. The language preferences are English, Spanish, French, Twi and Mossi. We use surveys and school reports to gather information about parents' written and oral language preferences. We aim to provide ample opportunities for our parent community to be involved with their child's education. The Home Language identification Survey (HLIS) issued upon student registration informs us of the language(s) spoken in the home and the parents' preferred language for written and oral communication. The ENL teachers review Part III of the Home Language Identification Survey, conduct on-site interviews, and remote interviews with the family to determine their preferred language both written and oral. The parents preferred language of written and oral communication is also entered on the Emergency Contact Card during registration. Additionally, the Adult Preferred Language Report (RAPL), Home Language Aggregate Report (RHLA), RFSF, RPOB, RMNR, and the Home Language School Data Summary (RSDS) provide additional data helpful in identifying language preference codes needed for parent outreach events.</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.
Welcome Letter to Parents/Guardians	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents.
Parents' Bill of Rights	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents.
School attendance policy and procedures followed upon student absence	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents.
Code of Conduct	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents.
Safety & Registration	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents.
Health & Immunization	September 08, 2022	The following documents are available in English, Spanish, Arabic, French, and 6 other languages. Parents are provided with the Parents' Bill of Rights and are informed of their right to translation and interpretation services in their home language. Common letters to parents have been translated to Spanish with the assistance of school personnel, such as the administrative team, school secretaries, parent coordinator, and bilingual teachers. Furthermore, templates from the translation and Interpretation Unit, alongside with NYC DOE translated documents have been used to communicate with families who speak languages other than in English or Spanish. These documents include health forms, school attendance policy, Parent/Teacher conference letters, and additional notices for parents. Documents that require translation for a non-covered language will be sent out to NYC DOE vendors three weeks in a dance for timely distribution of documents to parents

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent/Teacher Conferences, ENL Parent Conference	2 times per year	Numerous administrative staff, teachers, and service providers are fluent in Spanish. School staff members are active in providing interpretation during in person or remote meetings with parents. Teachers are trained to use the Translation and Interpretation unit hotline for remote parent-teacher conferences. Traditionally, during parent teacher conferences designated staff are assigned to every floor to help provide interpretation services for parents as needed. Furthermore, interpreters are also hired for our non-English speaking families during Parent/Teacher conferences.
Curriculum Night	once per year	School personnel and In-person interpreters hired through NYC DOE vendors provide interpretation services.
Progress Report Parent Meeting	4 times per year	School personnel and In-person interpreters hired through DOE vendors will provide interpretation services in person or remotely.
English as New Language Parent/Teacher Conference	once per year	School personnel and In-person interpreters hired through NYC DOE vendors will provide interpretation services.
IEP Meetings SBST Meeting (at risk students, parents, and intervention team)	ongoing	School staff will support with interpretation for IEP meetings. The IEP team will use over-the-phone interpreter services when needed.
Tuesday Parent-Engagement Sessions	weekly	The Parent Coordinator serves as a Spanish interpreter during parent workshops, and interpreters will also be hired through DOE vendors to provide interpretation services.
Second Cup of Coffee with Principal Parent Workshops	Second Cup of Coffee with Principal	School personnel and In-person interpreters hired through DOE vendors will provide interpretation services.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:  (A) a school-wide emergency (i.e. lockdown, fire, etc..)	The school automated phone system will be used to communicate urgent messages to all families in English and Spanish. Language Line is a readily accessible tool that will also be used by assigned school staff personnel to reach parents that cannot communicate in English in the event of a school emergency. ClassDojo and Google Classroom is an online classroom system that is also used to connect teachers with parents. ClassDojo can translate messages into 30+ languages letting parents know instantly of any school-wide emergency announcements, and student specific events. Additionally, Google Classroom announcements are made to communicate information to parents.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	A P.S. 63 staff member who speaks the preferred language will contact a parent regarding student attendance, a nurse/hospital visit, or other emergency. Should the family member not speak English or Spanish we make use of Over-the-Phone Interpretation to communicate with parents/families.
(C) If a parent has an emergency and needs to contact the school.	P.S. 63 uses Over-the-Phone Interpretation to inform parents they can call the school in their language. Staff members are trained to use the 3-way call system.

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>On-Site workshops with the Language Access Coordinator and the Field Language Access Coordinator upon request will be scheduled to train school staff personnel on using language access resources in January. Additionally, the Language Access Coordinator along with the Parent Coordinator inform school staff of Chancellor's Regulation A-663 and language access resources through blast emails. Mailboxes are also used to distribute language access resources, and other pertinent information that is useful. We have created a Google classroom specifically for teachers to share resources. Language access resources are shared via this platform. The Parent Coordinator is also well trained on the steps on hiring interpreters for limited English is his proficient families during school specific events.</p>
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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"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>At the point of entry to the school there is a multilingual Welcome poster alerting parents of their right to have a translator/interpreter in the language of their choice when communicating with the school. The language identification guide is displayed in the primary entrance and the main office to help parents point to the language needed to communicate. The Patients' Bill of Rights and Parents' Guide to Language Access are distributed in the beginning of the school year. There is additional notification on Curriculum Night and Parent/Teacher conferences of their language access rights. The automated phone system is also used to disseminate this information to ensure that a language barrier does not deter a parent from participating in their child's education, and from visiting the school. Our school will adhere to guidance on the type of distribution of materials. We will ensure parents continue to receive pertinent information in their preferred language. Parents also receive translated notices via parent emails, ClassDojo, and Google Classroom. Parents are continuously informed via P.S. 63 Town Halls held by school administration in English, Spanish, and other languages upon request.</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, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>The mechanisms that we use to gather feedback from parents and guardians are as follows: The School Leadership Team (SLT), provides families with a prepared survey to measure the effectiveness of the support we provide families. Language Access Coordinators will collaborate with the Parent Coordinator to develop a brief mid-year survey. This will provide us with more immediate feedback on our current language services, before the school year ends. We also log informal feedback we receive during staff/parent conversations that would help us improve communication with 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>We evaluate all feedback from surveys and staff members. After reviewing our preferred language data for school year 20201-2022, we will develop a Parent workshop with resources available to help them better communicate and be more actively involved with the school community. The workshop will be held early in the school year, in order to welcome and establish positive communication with our families. We want all parents to feel welcomed, supported, and understand that we celebrate the diversity and languages of 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:	P.S. 63 Authors' Academy
DBN:	09X063
<b>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.</b>	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)



## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	40
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	0
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	
Rationale	<p>English Language Learners in grades 2-5 will take part in a Reading and Writing after-school program focused on Global Communities via literature to gain a better understanding of cross-cultural experiences and connect to the global community. ENL students in grades 2-3 at the Entering and Emerging language proficiency levels will focus on reading skills. The instructional focus will be on phonological awareness, phonics knowledge, and decoding. Furthermore, students will work on retelling and summarizing important details in a story or article about other countries or characters from other cultures. ENL students in grades 3-5 at the Transitioning and Expanding language proficiency levels will focus on writing skills. The instructional focus will be on deconstructing and constructing "juicy sentences" to improve student writing. Students will deconstruct and construct sentences using syntax features, grammatical structures, and vocabulary. This will help them understand the different language features that contribute to sentence meaning. The mentored texts for these sessions include globally relevant fiction/non-fiction texts with common themes aligned to the EL Education curriculum for grades 3-5. Students will be revisiting familiar texts and unpacking passages to better understand the content. Our goal is to move students from writing simple sentences to compound and complex sentences.</p>

Subgroups and grade levels of students to be served	2021 NYSESLAT data show 5.8% of students scored low on the Reading modality and 44% scored low in the Writing modality. Multilingual Learners: 94 Newcomers: 73 Developing: 20 Long-term: 1 Students with Interrupted Formal Education: 0 Multilingual Learners with IEP: 21
Schedule and duration	This afterschool program will be conducted from October 2022 to May 2023 on Wednesdays and Thursdays from 3:00-4:00 P.M. for a total of 60 sessions. An additional planning session will occur every month for a total of 8 sessions.
Language of instruction	Instruction will be delivered in English with Native Language support (as needed for Newcomers)
Number and types of certified teachers	Instruction will be delivered by 3 ENL-certified teachers
Types of materials	Multicultural mentored texts, Global lessons from the NEA Global Learning Resource Library, texts from the Global Read-Aloud Project are used for instruction. Google slides, Padlet, and the PearDeck platform are used to deliver instruction. ENL teachers will record student attendance for each session. Student attendance will be kept on file on a shared Google Drive and ENL binder.
Include any additional details here:	N/A
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,2,3,4,5

## PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ teachers to receive training</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> </ul>	
<p>Rationale</p>	<p>Title III teachers will participate in professional development focused on Shifting Teaching Paradigms: Examining Inclusive, Dynamic Practices when working with Multilingual Learners. The theme of the conference also looks at addressing the needs of our students in a more holistic manner inclusive of their rich backgrounds and experiences. Additionally, teachers will participate in a monthly planning session for the afterschool program. Out of building professional development will be charged to Title III.</p>
<p>Teachers to receive training</p>	<p>Title III ENL Teachers: Ms. Suarez Mr. Canarte Ms. Shin</p>
<p>Schedule and duration</p>	<p>NYS TESOL Annual Conference 2022 Shifting Teaching Paradigms: Examining Inclusive, Dynamic Practices In-person: Friday, Nov. 4th and Saturday, Nov. 5th Sonesta White Plains 66 Hale Avenue White Plains, NY 10601</p>
<p>Topics to be covered</p>	<p>- Inclusive learning environment - Language development continuum - Instructional needs of ELLs - Academic language -Special Education ELLs -Social-Emotional Learning</p>
<p>Name of provider</p>	<p>New York State Teachers of English to Speakers of Other Languages</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	
<p>Rationale</p>	<p>The first workshop, “Developing Language and Literacy at Home” will focus on the needs of our Newcomer Multilingual learners. We will inform our families of simple activities and strategies they can practice at home to support and increase the English oral language development of their child. Additionally, parents will be informed of the importance of literacy exposure at home and how it connects to their academic growth. The second workshop will be “Supporting your child with technology”. We want to provide parents with simple steps they can take to support their child’s learning with technology. We will review helpful steps parents can take to ensure students are supported at home. This includes establishing healthy and consistent routines, organization tips, communicating with teachers, and supporting their children when English is not the first language. Workshops will be presented in-person. Parents will be invited to attend via school flyer, as noted on the school calendar, via phone message, and email. Records of the meeting will be maintained by the facilitators. Translation during the workshops will be made available to parents. Two teachers and the parent coordinator will facilitate each workshop. Workshops held after hours will be charged to Title III. Parents will be notified of the workshops via school letter, email, Class Dojo, and Google class page.</p>
<p>Schedule and duration</p>	<p>Workshop 1: October 2022 - 9:00 A.M. Workshop 2: November 2022 - 1:30 P.M.</p>
<p>Topics to be covered</p>	<p>- Literacy development at home - Technology use - Language development - Digital citizenship - Family and school collaboration</p>
<p>Name of provider</p>	<p>Mr. Piantini: Parent Coordinator Ms. Suarez- ENL Teacher Mr. Canarte- ENL Teacher</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified of the workshops via school letter, email, Class Dojo, and Google class page.</p>
<p>Include any additional details here:</p>	<p>N/A</p>

## 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	7,310	Teacher per session
Purchased services -High quality staff and curriculum development contracts.	\$1,218 \$1,218	Curriculum development Parent involvement
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	\$2,436	Supplies
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL \$12,182	N/A	N/A
N/A	N/A	N/A

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

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

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

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

#### Directions:

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

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

<b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	-EI Education consultant -21st Century Ed (STEAM) -LEAP - PBIS -UFTTC
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## Part 4: Schoolwide Program (SWP)

<b>Transition Plans to Assist Preschool Children (Elementary Schools Only):</b> Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	-Aligned foundational skills- Fundations -Joint professional development around school wide initiatives (SEL, CRSE, Advance Literacies Instruction Hallmarks 2 and 3, Language Development ) -Meet with Kindergarten teachers to provide student information (strengths, needs) -Parent Workshops around curriculum and expectations, SEL and mental health workshops, CPSE process for parents and teachers,
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## Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			5A/5B CEP Section
Title I, School Improvement 1003(a)	Federal \$16,879			5A/5B CEP Section
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal \$5,962		X	Title III Outline
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local \$3,000		X	5A/5B CEP Section

## Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services,

Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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## 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.