

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	10X086
School Name	P.S. 086 Kingsbridge Heights
Principal	Fiona Tyson

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?*
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- **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:	The Kingsbridge Heights School
District Borough Number (DBN):	10X086
Grades Served:	Pre-K - 6
School Address:	2756 Reservoir Avenue Bronx New York 10468
Phone Number:	718-584-5585
Fax:	718-584-7027
School Contact Person:	Stephanie Fitzpatrick
School Contact Person Email Address:	sfitzpatrick2@schools.nyc.gov

Principal:	Fiona Tyson
United Federation of Teachers (UFT) Chapter Leader:	Ray Mena
Parents' Association President:	Chad Royer
SLT Chairperson:	Michael Fogari
Title I Parent Advisory Council Chairperson (PAC):	Yokasta Nova-Silverio
Student Representative(s) Middle /High School:	na
Student Representative(s) Middle /High School:	na
Community Based Organization (CBO) Representative:	Tabatha Gadsden, Alexa Valdez
School-Based Students in Temporary Housing (STH) Liaison:	Wendy Polanco

District Information

Geographic District:	10
Superintendent:	Maribel Torres-Hulla
Superintendent's Office Address:	1 Fordham PlazaBronx, NY 10458
Superintendent's Email Address:	mhulla@schools.nyc.gov
Phone Number:	(718) 329-8000
Fax:	718-584-7027

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	
Fiona Tyson	Principal or Designee*		
Ray Mena	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Chad Royer	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Yokasta Nova-Silverio	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
Tabatha Gadsden	CBO Representative, if applicable		
Michael Fogari	Member/UFT		
Amanda Quattlander	Member/UFT		
Kaitlyn Von Runnen	Member/UFT		
Denise Torres	Member/UFT		
Dina Alvarez	CSA		
Yokasta Nova-Silverio	Member/Parent		
Michelle Haynes	Member/Parent		
Erika Gonzalez	Member/Parent		
Arben Alibali	Member/Parent		
Mirna Caloca	Member/Parent		
Shirley Coronel	Member/Parent		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
	Position / Constituent Group	
	Position / Constituent Group	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
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Provide your school's mission statement:	We dare to inspire our students to develop the skills to become independent thinkers and creative problem solvers. We care to foster the social, emotional and intellectual growth of our school community. We prepare and empower our students to become responsible 21st century citizens in a diverse global society. We share collective responsibility in growing an atmosphere of cooperation with respect for individual differences and community values.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>P.S. 86, the Kingsbridge Heights School, is located in the north central Bronx and is comprised of more than 1,342 students in grades Pre-K through six. As one of the largest elementary schools in the United States, P.S. 86 serves a primarily Hispanic community (85%), including more than 500 English Language Learners (31%) and 336 Students with Disabilities (20%). P.S. 86 is built on a foundation of collaboration. Some examples of how our teachers work collaboratively are highlighted in the following: All of our teachers continue to engage in inquiry-based professional collaborations to develop and implement practices shared within a grade or a discipline embedding Common Core Learning Standards and the instructional shifts. Teams are structured into professional learning communities (PLCs), professional learning teams (PLTs), and "branch-offs" where teachers come together as a subset of a larger team to engage in a cycle of inquiry. All collaborations are guided by the use of protocols such as the Critical Friends protocol in order to analyze student work and strengthen teacher capacity. Several teachers designed their own PLT groups and developed the topics with their colleagues, bringing professional learning to a whole new level. The following examples are evidence of teachers having the opportunity to work closely with their colleagues and community organizations to provide their students with access to challenging and exciting curricular materials. *Since becoming a SEP Jr. Cohort I school in 2015, P.S. 86 has worked collaboratively with a Computer Science Teacher in Residence from Cornell Tech to develop a sustainable Computer Science program in grades K-3. By piloting a blended/remote version of the Tufts CAL curriculum, teachers in Grades K-2 collaborated to ensure the accessibility of a computer science curriculum for our students. *Junior Achievement has collaborated with P.S. 86 for more than ten years, working with students in grades K-6. As part of this program, students engage in a day's worth of financial literacy activities. This program continued virtually during the 2022-2023 school year. *We have well established relationships with several art residency programs throughout New York City. Those we worked with during the 2022-2023 school year include: -Guggenheim's "Learning Through Art" -Lehman College -Paper Bag Players -S'cool Sounds -The Metropolitan Museum of Art -Dancing Classrooms -Taikoza Japanese Drummers -Music From the Soul Tap Dancing -Symphony Space -Samba, Life with Drums -Red Hawk Tribal Council -New York Historical Society</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Into Reading	na
ELA	Grade 6	Into Lit	na
MATH	K-6	Eureka Math	na
na	na	na	na

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reading Growth	Fountas and Pinnell Running Records 2021-2022	Weak phonemic awareness/phonics and reading comprehension
na	na	na
na	na	na

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	0	By March of 2023, 70% of students reading below grade level will be on track to increase over one year’s worth of growth based on their entering Fountas and Pinnell running record score.

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			
Fountas and Pinnell Running Records	Fountas and Pinnell Running Records Levels	October 2022 Fountas and Pinnell Running Records	The Fall 2022 benchmark, Fountas and Pinnell Running Records, will determine the percentage of students reading above, on, or below grade level.	March 2023 Fountas and Pinnell Running Records will determine reading level growth from fall to winter.	June 2023 Fountas and Pinnell Running Records will measure if students on grade level made one year's worth of growth based on their entering Fountas and Pinnell score, and students below grade level made 1.5 year's worth of reading growth based on their entering Fountas and Pinnell score.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	10/31/2022	All teachers will participate in professional development regarding literacy instructional expectations. All teachers will get to know their students' identities and learning strengths. They will administer the Fall 2022 baseline Fountas and Pinnell running records and the Amplify mCLASS DIBELS and Lectura screener to identify their students' reading levels.
11/01/2022	12/23/2022	Teachers will meet with coaches to review student data, including subgroups (SWDs, MLLs) to identify areas of strength and weakness, and plan for targeted lessons and small group instruction. Coaches will assist teachers in making guided reading groups and schedules, ensuring multiple sessions a week for students reading below grade level. Teachers will be provided with ongoing professional learning opportunities to strengthen teacher practice supporting student phonemic awareness, phonics acquisition and reading comprehension.
01/01/2023	01/31/2023	Teachers will continue to monitor student reading progress using guided reading conference notes, Foundations, as well as MOY Amplify mCLASS DIBELS and Lectura screener data. Educators will identify which students have not made any reading growth since the Fall in order to brainstorm which tiered reading interventions will best meet their needs and lead to reading growth. Once students who are at risk of not meeting the growth goal have been identified, double doses of certain interventions will be recommended either during the school day, after school, or Saturday school. Teachers will be provided with ongoing professional learning opportunities, classroom intervisitations, and one-on-one coaching sessions to strengthen teacher practice in facilitating reading growth.

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	03/16/2023	Teachers will administer MOY Fountas and Pinnell running records. Educators will analyze the data for growth trends to determine which students are on track to gain one (or more) year's worth of reading growth. Teachers will identify which students have not made any reading growth since the Fall. Teachers will revise guided reading groups based on this MOY data. Teachers will present this MOY reading data to families during parent teacher conferences. Educators will continue to meet with coaches and colleagues to brainstorm which tiered reading interventions best meet the needs of their students.
03/17/2023	05/30/2023	Teachers will introduce new literacy interventions, such as Lexia Core 5, iRead, and, Heggerty Primary Extension to students (including SWDs, MLLs) identified as reading below grade level at the beginning of the year who are at risk of not making over one year's worth of reading growth.
06/01/2022	06/25/2022	Teachers will administer the EOY Fountas and Pinnell running records and Amplify mCLASS DIBELS and Lectura reading assessments to get an endline for reading growth. Teachers and coaches will reflect on this assessment data with emphasis on reading growth. Educators will establish next steps and adjustments for the 2023-2024 school year.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
01/16/2022	06/28/2022	Parent Literacy Nights K- 6 (Families will be introduced to literacy activities to help support their children at home, including but not limited to, Foundations skills, vocabulary, comprehension skills, etc.; Families will also receive materials including books and printed supports to keep and use at home)	na

Human Resources	Teachers, Coaches
Instructional Resources	Heggerty, Into Reading, Into Literature, Foundations
Schedule Adjustments	Grade Meetings, Vertical Planning Meetings
Other Resources Needed	na

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Fact Fluency/Computation	Acadience and iReady Data 2021-2022; Close to 80% of students in grades K-2 struggle with math fluency and mathematical computation as evidenced by our 2022 EOY Acadience Data. i-Ready EOY data demonstrates that 64% of students in grades 3-6 are below grade level in the domains of Numbers and Operations and Algebra and Algebraic Thinking.	Minimal focus on conceptual learning and applying strategies necessary for fact fluency. Students are struggling to apply strategies learned in computation when problem solving or recalling math facts.
na	na	na
na	na	na

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	Level 1 or Level 2	By June, 2023, 70% of all students with a baseline level 1 or level 2 will increase to a level 3, as measured by the Acadience Math Assessment in grade level fact fluency/computation.

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			
Acadience Math Assessment	On Grade Level (Level 3)	Acadience Math (Grades 1-6 Computation Score, Grade K Math Composite Score)	Baseline will determine student performance indicator.	30% of Level 1 or Level 2 Students	70% of Level 1 or Level 2 Students

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	08/15/2022	-Finalize the 2022-2023 Assessment Calendar to include new -Measurement Tool -Identify and finalize Progress Monitoring Procedures and Dates -Identify and finalize Math Running Records Procedures and Dates
09/06/2022	09/07/2022	Whole School Math Teaching & Learning Expectations Presented to Faculty-Outline goal for staff and classroom level expectations
09/08/2022	09/22/2022	Acadience Training for All Teachers and Paraprofessionals
09/26/2022	10/28/2022	Teachers administer baseline Acadience Assessment
10/22/2022	11/04/2022	Teachers meet in grade level teams and analyze Acadience Data, create grouping based on level of support needed
11/21/2022	01/03/2023	-Students identified for Computation Progress Monitoring will begins intensive strategy based lessons using Great Leaps, First in Math and Double Dose of Eureka Math Fluency Practices -Teachers will Progress Monitor identified students 1x monthly using the Acadience Progress Monitoring Assessment
10/28/2022	11/18/2022	Great Leaps & First In Math training for teachers and AIS Providers

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?)
01/03/2023	02/10/2023	Teachers administer MOY Acadience Assessment
02/20/2023	03/03/2023	-Teachers meet in grade level teams and analyze Acadience Data, create grouping based on level of support needed -Teachers monitor growth BOY v MOY -Teachers identify students for Progress Monitoring
03/03/2023	05/30/2023	-Students identified for Computation Progress Monitoring will begins intensive strategy based lessons using Great Leaps, First in Math and Double Dose of Eureka Math Fluency Practices -Teachers will Progress Monitor identified students 1x monthly using the Acadience Progress Monitoring Assessment
05/01/2023	06/15/2023	-Teachers administer EOY Acadience Assessment -School Wide Fact Fluency Bee
06/06/2023	06/21/2023	-Analyze EOY Accidence Data -Plan for 2023-2024 School Year using data and make adjustments to Goal

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)
05/09/2023	05/09/2023	Math Fact Fluency Family Night Part I	N/A
05/16/2023	05/16/2023	Math Fact Fluency Family Night Part II	N/A
05/23/2023	06/15/2023	School Wide Math Fact Fluency Bees	N/A

Human Resources	Teachers and Coaches
Instructional Resources	Acadience Benchmark and Progress Monitoring Assessment, Math Running Records, Rocket Math, Great Leaps, First in Math
Schedule Adjustments	Grade Meetings, Vertical Planning Meetings
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)
For all students to receive social emotional support through the Blueprint for Social Emotional Learning.	School Survey Data 2021-2022 EOY Teacher Survey Data 2021 - 2022	Students are lacking conflict resolution skills and having difficulty managing emotions as a result of disrupted education and a full return to in-person learning.
na	na	na
na	na	na

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	90	By June, 2023, practices related to Personal Attention & Support will improve 5%, from 90 to 95, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2021			
NYC School Survey	Improved Safety and Restorative Approach	87	Increase 1%	Increase by 2%	Increase by 5%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/06/2022	09/12/2022	Whole staff will participate in a review of the anchor tools and RULER skills and create a new shared agreement, P.S. 86 Staff Charter, for the 2022-2023 SY.
09/12/2022	12/19/2022	All Staff will learn how to utilize the fourth and final RULER anchor tool, the Blueprint. Teachers will engage in professional development around conflict style, empathy, and perspective taking. Teachers will launch the Blueprint lesson in their classroom in October 2022. Teachers will review the created RULER lessons for the Blueprint during professional learning a
12/05/2022	01/30/2023	To support the emotional intelligence required to successfully implement the Blueprint. All staff will participate in monthly on-going professional development to support them in teaching students how to utilize the RULER anchor tools; class charter, mood meter and meta moment and blueprint Additionally, monthly office hours will be available to all staff to strengthen their own RULER skills.

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	06/23/2023	Teachers and students will continue to practice and incorporate all four RULER anchor tools in their classrooms alongside the Feeling Words Curriculum. All classes will teach 6 feeling words in the second half 2021-2022 SY.
02/01/2023	06/23/2023	Teachers will launch and introduce the Blueprint into their core SEL routines with students
04/03/2023	06/12/2023	Teachers will engage in monthly professional development to support SEL practices, especially the Blueprint and provide feedback on lessons created by the RULER team, through a school-created survey.

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)
10/04/2022	06/13/2023	Monthly RULER Parent Workshops (Families will receive information on the RULER program and be given strategies/activities to use at home)	P.S. 86 Parent Association
10/20/2022	10/20/2022	Creating a Family Charter Night	P.S. 86 Parents Association

Human Resources	Teachers, Coaches, Administration, RULER Implementation Team, RULER Parent Engagement Team
Instructional Resources	RULER online curriculum, Feeling Words Curriculum, SEL book baskets, RULER unit plan for each grade level
Schedule Adjustments	Bi-Weekly RULER Team Meetings
Other Resources Needed	n/a

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase attendance	For the 2021-2022 school year, overall student attendance was 89% compared to the city's 91% (Insight Beta (2021-2022)). 42% of students at P.S. 86 are considered chronically absent, compared to 29% in the city.	A return to fully in-person instruction following the COVID-19 pandemic and blended/remote learning options
na	na	na
na	na	na

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	42%	By June, 2023, chronic absenteeism for all students will decrease 27%, from 42% to 15%, as measured by trends from Insight Beta data reports.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Insight Beta reports	Percentage	42%	5%	10%	15%

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	Begin to analyze data from Insight Beta reports to identify attendance trends across the building and among subgroups. Formulate report that highlights specific data points with action plan for addressing each point. Present report at Administrative Team meetings, grade meetings and Parent Workshops.
09/06/2022	09/30/2022	Officially create Attendance Team for 2022-2023 school year. Plan specific dates for team meetings for the entire year and identify responsibilities for each team member.
10/03/2022	11/30/2022	Attendance Team outreach: Communicate with classroom teachers, administration, families and students about the team and its members (teachers/families must know who to contact about attendance). Share school year attendance goals, including those specific to chronic absenteeism, with families through newsletter, e-mail, website announcements and social media.
11/30/2021	01/31/2023	Use Attendance Team meetings in December and January to analyze data on Beta Insight and highlight target population of students with chronic absenteeism for interventions/support. Identify specific members of school staff to conduct family outreach and meet with students about creating short-term attendance goals.

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	06/30/2023	Attendance Team meetings: Continue to hold weekly meetings with Attendance Team with reports from APs and guidance counselors on specific students to monitor who are identified as chronically absent.
02/01/2023	06/30/2023	Celebrate attendance success of students through assemblies, newsletters, letters to families, etc.
02/01/2023	06/30/2023	Work collaboratively with Community Schools Director to plan incentives for students who are identified at the midyear point as chronically absent. Continually monitor the attendance of these students and develop individual plans of support for them.

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)
09/01/2022	06/30/2023	Utilize social media platforms to inform families of attendance procedures, highlight specific data points, communicate goals and celebrate success	
09/01/2022	09/30/2022	Welcome Back to School Attendance Workshop: Provide families with deeper understanding of how attendance impacts student learning, share attendance data from 2021-2022 school year, inform families of attendance team and goals for the 2022-2023 school year, introduce families to Community School Director, Alexa Valdez	CBO - Beacon Mosholu Montefiore
10/03/2022	06/30/2023	Through collaboration between the Attendance Team and the CBO, plan several events throughout the year to communicate goal progress with families and celebrate success (i.e., family workshops, celebratory assemblies, webinars, etc.)	CBO - Beacon Mosholu Montefiore

Human Resources	Classroom teachers, Attendance Team members , Administration, School Counselors, CSD Director
Instructional Resources	N/A
Schedule Adjustments	Weekly Attendance Team meetings, Administrative Team meetings, Individual conferences with students/families
Other Resources Needed	District Attendance Teacher

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)
Alignment of Goals/Levels of Performances/Services	IEP Review Data 2021-2022	Teacher support
na	na	na
na	na	na

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	75%	By June, 2023, to strengthen the quality and implementation of IEPs for all Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP), goals, and recommended programs and services by Increase 15%, from 75% to 90%, as measured by IEP Review.
SWD who are also English Language Learners (ELL)	60%	By June, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve Alignment of program and service recommendations with the information provided in the PLOP about the student’s home language and English acquisition and proficiency by Increase 15%, from 60% to 75%, as measured by IEP Review.
All Students with Disabilities (SWD)	75%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Identification of Specially Designed Instruction in IEPs by Increase 15%, from 75% to 90%, as measured by IEP Reviews.

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)
		2022-2023 school year			
IEP Review	IEP Review questions: The PLOP clearly describes the impact of the student’s disability. The Annual Goals follow clearly from the needs of the individual student as described in the PLOP. The Annual Goals address skills that will enable the student to progress in the general education curriculum. The Recommended Programs and Services follow clearly from the needs of the individual student as described in the PLOP. The Recommended Programs and Services reflect the support the student will require given their unique needs and the impact of their disability. There is strong alignment across the PLOP, Annual Goals, Recommended Programs and Services. The Annual Goals addressed needs explicitly stated in the PLOP. The Recommended Programs and Services reflect the support the student will require to make progress in meeting Annual Goals and progress in the general education curriculum.	75%	75%	85%	90%
IEP Review	IEP review questions: The PLOP includes specific statements regarding the student’s use of their home language(s) and current stage of English language acquisition. The PLOP includes input from bilingual/ENL teachers and/or clinicians. The Recommended Programs and Services reflect the language acquisition and proficiency of the student as well as the support the student will require given their unique needs and the impact of their disability.	33%	60%	70%	75%
IEP Review	IEP review question: The IEP specifically describes the instruction on skills, concepts, and/or strategies that directly connect with the stated student needs or supplementary instruction required to access and progress in the general education curriculum.	75%	75%	85%	90%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	06/30/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Utilize the SIT guidance form for IEP meetings and decision making across the continuum of services. Increase collaboration between the school psychologists and teachers ("pre-conferencing" before IEP meetings); plan for remote IEP meetings.
09/01/2022	06/30/2023	Develop appropriately rigorous standards-aligned annual goals	Meeting time with general education and special education teachers to determine appropriate skills embedded in tier one curriculum that provides multiple opportunities for students to show mastery.
09/01/2022	06/30/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Use of IEP review sessions to norm impact statements, among special and general education teachers and related service providers.
09/01/2022	06/30/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Liaison will review the number and percentages of mandates fully matched as measured by weekly Program Services Reports. The liaison will work with grade level supervisors to ensure special education programs are delivered. The liaison will work with related service providers and their supervisors, if necessary, to ensure related services are delivered. Develop a plan for each student with an unserved or partially served IEP mandate.
09/01/2022	06/30/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	N/A
09/01/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Case Managers will review IEP compliance dates for their cases and plan their IEP meetings accordingly.
09/01/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Response to Intervention (RTI) Team leader will monitor referred cases.

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)
09/01/2022	06/30/2023	Parent Workshops (families will be given strategies on how to work with their children at home, including ideas related to the specific service needs of their children).	Service Providers (Speech, OT, PT, Counseling, SETSS)
		na	na

Human Resources	Teachers, Special Education Liaison, Related Service Providers (SETSS, Occupational Therapy, Speech Therapy, Physical Therapy)
Instructional Resources	Eureka Math, Into Lit, Into Reading
Schedule Adjustments	Special Education Team Meetings (ICT-specific, 12:1+1-specific, RS-specific)
Other Resources Needed	na

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Student presents with difficulties understanding the lessons, has low scores in exit test and assessments.	Eureka Math Into Literature Into Reading Foundations AIS Phonemic Practice Heggerty Bridge the Gap (grades 3-6) First In Math, Great Leaps, i-Ready	Targeted Intervention Small Group Interventions for Math and Ela - during all lessons	During School After school	No
Tier 3	Student is highly distracted and requires numerous redirection through out the lesson. Students need intensive intervention.	Eureka Math Into Literature Into Reading Foundations AIS Phonemic Practice Wilson Reading First In Math Lexia Core 5 Reading Imagine Learning i-Ready	Intensive Intervention 1:1 interventions 3-5x per week	During School	No
Tier 2	small group reteach and supportive intervention has produced limited to no progress	Eureka Math Into Literature Into Reading Foundations AIS Phonemic Practice Heggerty Bridge the Gap i-Ready	Targeted Intervention @risk SETTS or AIS 3-5x per day	During School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students showing need for social emotional support due to current of history of bullying, shyness and non verbal behaviors.	RULER Casel Sanford Harmony Emotional ABC's Overcoming Obstacles	Targeted Students Group Services Group Activity in class push in Social Emotional Support	During the school day After school	No
Tier 2	Students showing signs of anxiety, depression of withdrawn - impacting academic learning, sharing and participation.	Second Step Sanford Harmony Emotional ABC's Overcoming Obstacles	Targeted Students Group Services Group Activities	During the school day After school	No
Tier 3	Students displaying need for extended MH services and or family request	Project Hope Stanford Harmony	Intensive Students 1:1	During the school day After school	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>265</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in Temporary housing will be provided ongoing support to ensure optimal learning and social emotional growth. Students will receive counseling services as needed while Parents will be provided with a confidential comprehensive collaboration process with other providers to meet daily needs. Our Counseling Team will be able to assist with linkage and referrals as needed. STH are provided with various transportation options. STH will be provided with required school supplies to ensure for a successful academic year. Academic programs and educational support services will be added to our school year as the data supports. Through the implementation of parent workshops we will attempt to provide community update and services that may assist parents to overcome barriers and difficulties.</p>
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Students who meet the criteria for the Multi-Tiered Systems of Support will be further assessed and subsequently referred for additional academic support. Expanded learning time can be utilized in several ways: Early morning groups can foster a growth mindset as it prepares the students to address their day with mindfulness, focus and reassurance. During the day - Struggling students can take advantage of our literacy and math professionals in small group sessions that will reinforce what they are already learning in class. Small group facilitated by our AIS and @risk SETDS service providers are bound to make a difference within the classroom. After School - will include academic focus in small groups and more one on one individualized attention. Summer Academy - will provide our student additional academic /Social Emotional Support that will prepare them for the journey of standardized testing and ongoing academic growth. Summer School - will support our students in both academic and social emotional stability. The review of academic material coupled with Social/Emotional Support will bring a more balanced student to the beginning of the following school year.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>In creating our Expanded Learning Time opportunities for our students, we have the advantage of utilizing our NYS certified professional teachers. Our existing staff is committed, engaged and dedicated professionals working to provide our community with strong academic and social/emotional support. Our staff also receives ongoing professional development from our efficient and structured ELA and Math Coaches.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Our school utilizes a comprehensive systemic process where our ELA and Math Coaches work closely with our teachers and supervisors to design effective units of study within academic materials such as Eureka Math, Into Reading, Into Literature, Into Reading, Heggerty Phonemic Awareness, and Foundations. We strive to have an effective, comprehensive and tenacious ELT instructional program that compliments the school day and supports the academic school years plan.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy
Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. P.S. 86 Kingsbridge Heights, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
P.S. 86 Kingsbridge Heights School will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

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

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

P.S. 86 Kingsbridge Heights School, 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:	10
Borough:	Bronx
School Number:	086

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	Fiona Tyson
Assistant Principal	Renny Tranello
Coach	Rosana Monaco
Coach	
English as a New Language (ENL)/Bilingual Teacher	Cynthia Calderon
School Counselor	Angelina Rodriguez
Teacher/Subject Area	Massiel Garcia
Teacher/Subject Area	
Parent	Geraldino Pena
Parent Coordinator	Alberto Velez
Related-Service Provider	

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	6
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]:	1
Number of certified ESOL teachers not currently teaching ENL:	2
Number of teachers who hold both content area/common branch and ESOL certification:	3
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:	6
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	4
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	6

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	1310
Total number of current ELLs at your school:	433
Total percentage (%) of current ELLs at your school:	33.8%
Total number of former ELLs at your school:	21
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	TBE	Spanish	1980	2	2	2	2	2	2	1							13
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 2	total: 2	total: 2	total: 2	total: 2	total: 2	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>To meet the needs of our English Language Learners, Public School 86 offers a self contained push-in ENL program available in every grade from K-6. The model consists of heterogeneous grouping where students of mixed proficiency levels are placed together in their corresponding grade level classes. English as a New Language (ENL) is a major component of the ELL program. The Freestanding ENL program provides students with a specified amount of Standalone ENL. Entering students receive 180 minutes Of stand alone ENL and 180 minutes in integrated. Emerging students receive 180 of stand alone and integrated as well. Transitioning students receive 180 minutes of integrated ENL while Expanding students receive 180 of integrated ENL. Our commanding students receive 90 minutes of project-based integrated ENL instruction. Students are grouped according to their English proficiency levels as per their latest NYSESLAT/Special Administration of NYSITELL scores. This instruction is provided by the certified ENL teacher using both the push-in and/or pull-out model. The goal of this model is to develop students' English language skills in all the modalities to help them succeed in all core content classes.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL instruction is provided in a collaborative approach between the classroom teacher and the ENL teacher. The pair plans content area lessons collaboratively emphasizing content-specific language objectives in order to provide students with language supports that will help them develop English language skills while providing access to grade level content. Each content area lesson includes both content and language specific objectives as well ENL strategies, such as creating a supportive environment by cultivating an appreciation of diversity, teaching language skills across the curriculum, incorporate students' native, among a few. Programming structure for Integrated ENL is structured as follows: Entering Students receive 180 mins. minimum of integrated ENL/ELA per week. Emerging students receive 180 mins. minimum of integrated ENL/ELA \ per week. Transitioning: students receive 180 mins. minimum of integrated ENL/ELA \ per week. Expanding: students receive 180 mins. minimum of integrated ENL/ELA \ per week. Commanding students rec 90 mins. minimum of integrated ENL in ELA/Core Content Area and/or project -based and small language support instruction.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>To meet the needs of our English Language Learners, Public School 86 offers a self contained Spanish transitional bilingual program in every grade from K-6. The model consists of heterogeneous grouping where students of mixed English language proficiency levels are placed together in their corresponding grade level classes. English as a New Language is a major component of the Transitional Bilingual program. Instruction is strategically designed to develop skills in listening, speaking, reading, and writing. Students in the Transitional Bilingual program receive instruction from New York State Certified Bilingual Education Teachers in both the home (HLA) and new language (ENL). The goal of the bilingual program is to gradually transition students into English-only instruction. The home language (Spanish) is used to support the transition. In the bilingual program, students are taught at least two content subject areas (such as Math and Social Studies or Science) in the home language at earlier levels of proficiency along with both integrated and standalone ENL instruction provided by the certified bilingual teachers. In addition, they are also provided with Home Language Arts (HLA) instruction. Content areas (Math, Science and Social Studies) instruction is predominantly in the native language (Spanish), however they also receive integrated ENL through the same content areas plus one unit of Home Language Arts. The TBE program also provides students with a specified amount of Standalone ENL instruction, as mandated in the CR Part 154. This instruction is provided by the certified bilingual teacher in the classroom using flexible grouping. Support in the home language is provided based on students' English proficiency level. Students receive grade level appropriate work which helps them meet the demands of the Next Generation Standards and Bilingual Progression Standards. This model of instruction and allocation of language helps them make academic progress in the content areas while they develop English proficiency.</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>To ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model, P.S. 86 follows the standalone and integrated ENL program, and Transitional Bilingual Education (TBE) program for grades Kindergarten to Sixth. STARS programming is done according to the proficiency levels of all ML/ELL identified students and aligned to CR-Part 154-2 mandated units of study for ENL and TBE. ELL students are placed in the same class on each grade level and ENL services are provided by a certified ENL teacher who pushes in and pulls out depending on the needs of the student. In grades 2nd, 4th, 5th and 6th, there are ENL certified teachers who have a self-contained ENL class. In grades where we do not self-contained ENL classes, push-in and pullout services in ENL is provided to those students by our certified ENL providers. In compliance with CR part 154 regulation and alignment with new Bilingual Progression levels, students at the entering level will receive a total of 360 minutes of ENL instruction (180 minutes of standalone ENL and 180 minutes of integrated ENL). Students at the emerging level will receive a total of 360 minutes of ENL instruction (90 minutes of standalone ENL and 180 minutes of integrated ENL with a flexible 90 minutes provided either standalone or integrated). Students at the Transitioning level will receive a total 180 minutes of ENL instruction (90 minutes of integrated and 90 minutes of ENL/ELA instruction). Students at the expanding level will receive a total of 180 minutes of only integrated ENL/ELA instruction. Students at the commanding level will receive 90 minutes of integrated ENL by the classroom teacher in small groups. The breakdown of the time allotment for instruction in the TBE program is slightly different for students due to the home language arts component (HLA). In order for students in the TBE program to access the EL/NLA curriculum, which offers paired units in English and Spanish, we continue to follow a hybrid version of the 50-50 model of instruction in literacy. Within this model, students receive literacy instruction in both English and Spanish on an alternating basis (1 unit is entirely in Spanish and the next unit consists of a paired unit in English). During the HLA literacy unit, instruction is exclusively in Spanish. This unit is paired with an "English" where planning is strategically done for aspects of the unit to planned and delivered in English all differentiated based on students' English proficiency levels. For example, entering and emergent proficient students receive 25% percent of the instruction in this unit in English, while transitioning and expanding students receive 50-75% of the instruction for this unit in English. During the English unit, text is made accessible and comprehensible to students by means of partial translation of text, chunking of text, and the use of Translanguaging strategies. Translanguaging strategies are used as a scaffold to help TBE students access text and concepts when instruction is in English while helping them acquire English language skills. These strategies are also used as a way to cultivate students' bilingualism using their language repertoire as a resource for learning (reading, writing, listening and speaking) in the literacy classroom. With the use of both languages, students take notes about what they read in both languages and discuss what they are learning in both languages. The use of the languages by both students and teachers varies depending on the students' English proficiency level. For example, an emerging or entering student will rely more on his/her home language to make content comprehensible during the English unit when using all four language modalities while the teacher strategically threads ENL strategies to meet the mandated 360 minutes a week of instruction. In addition, the teacher will make language modifications to her instruction to help meet individual students' language needs both in ENL and HLA both during whole and small group instruction. In a bilingual classroom, mini lesson's alternate between English and Spanish. Key vocabulary and syntax is developed in both languages simultaneously. During independent and guided reading the target language of instruction is allocated equally among the two by means of rotating cycles of guided and independent reading. Under this version of the 50-50 model of instruction, teachers strategically embed language modifications into their instruction. TBE students not only meet the mandated time allocation for ENL, HLA and ELA instruction, they surpass it due to the unit by unit alternation of languages. All instruction in this program (TBE) is delivered by certified bilingual classroom teachers. In addition, all teachers will conduct a PLO on the Hallmarks of Advanced Literacy using Leaders Tool 4.1. Through instructional inventory, teachers will examine instruction and practice for the Hallmarks in order to foster students academic language acquisition into all content areas.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>NA</p>
<p>In which language(s) is each core content area taught?</p>	<p>nA</p>
<p>How is instruction designed to include both languages?</p>	<p>NA</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>NA</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>Literacy (ELA/HLA), Science and Social Studies</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Students' home language, Spanish, is integrated into our Language Arts curriculum which consists of about 3 full literacy units (Arriba la Lectura!) throughout the year fully taught in the home language. We continue to follow a hybrid version of the 50-50 model of instruction in literacy where students receive literacy instruction in both English and Spanish on an alternating basis (1 unit is entirely in Spanish and paired with units in English). During the home language units, students focus on the same language modalities as in the ELA unit: reading, writing, listening, and speaking; however in their home language. Home language instruction is also a focus when students learn mathematics which is exclusively taught in the home language. Our classroom libraries are equipped with full Spanish libraries in each bilingual classroom. The classroom physical environment displays charts and student work in the HLA as well. Other content areas like science and social studies instruction are taught bilingually.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>The composition of our ELL subgroups consist of Newcomers (67.3%), Developing (31.6%), SIFE (5%), Former ELLs (1.6%), and Long term ELLs (1.1%). For Newcomers, we provide social emotional support to help them transition to the school and the community. We help them acclimate to their new setting by assigning them a buddy that helps them acclimate to their new environment and provide companion and a sense of friendship that helps ease the students' transition. These buddies are also used to help establish and carefully explain classroom routines to newcomers. By doing this, we create a classroom culture that students can settle into quickly, thus reinforcing their sense of safety. Through mini units from the Newcomer program by Benchmark, we affirming their experiences and cultural background. HELLO by Benchmark Education is designed specifically for Newcomers and combines survival skills, ENL development, Social Emotional Learning. It helps our Newcomers gain the experience proficiency and confidence to advance language learning. The goals of the newcomer program is to (1) help students acquire beginning English skills, (2) provide some instruction in core content areas, (3) guide students' acculturation to the school system in the United States, and (4) develop or strengthen students' native language literacy skills. We encourage students to continue learning their native language. Make a dual language book library in the classroom and encourage students to borrow materials to share at home. ENL certified teachers pull out Newcomers to work on basic listening and speaking English skills and help them with the assimilation and acclimation process. The goal is not only to make the student feel comfortable in a new school culture, but also to address their language needs in a more private and focused setting. Some of the methods and strategies used with newcomers include TPR (Total Physical Response), Alternate Language Approach, Cognitive Academic Response, role-play, accessing prior knowledge, Natural Approach, sheltered English and whole language. Intervention services provided to Developing ELLs' consist of language specific programs like Heggerty: a bridge the gap phonemic awareness intervention curriculum focused on developing phonemic awareness for all learner in K-5, both in English and Spanish. The services and supports are provided in a series of systematic phonemic awareness intervention lessons administered in small groups and one-one-on. Another intervention support we use with our Developing ELLs is Imagine Learning and literacy is a personalized language program that accelerates literacy skills and English language development. WE use the program to provide instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Students engage independently in language activities specific to their individual language needs. As students explore and practice skills, their individualized learning sequence adjusts dynamically to maximize their engagement and progress, accelerating to match a cognitive leap, or adjusting to accommodate unfinished learning. Students engage for 20-30 minutes at least 3 days a week. The teacher receives each students' data, analyzes it and uses to target instruction during the ENL/ELA instructional times. In order to provide support for their social-emotional needs, our bilingual guidance counselors provide targeted small group and individual check-in services both for students and their families scheduled on a rotating basis as well as whenever necessary. In addition all SIFE and Newcomer students are given the opportunity to attend an after school program and/or Saturday Academy. The programs support an intensive reading and writing instruction academy in which ten to fifteen students per class develop reading and writing skills through an uninterrupted quality of time. The program is designed to increase students' English vocabulary and English skills; oral, listening, reading, and writing.</p>
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<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>1.1% of our ELLs are Long Term ELLs. This subgroup is exclusively provided with “at risk” resource room, IEP mandated resource room, and/or AIS. Teachers in the resource room design instructional supports that meet the specific needs of the students they service in order to maximize their learning potential while aligning instructions to content area goals. The resource room teachers work closely with the classroom teachers and the parents to ensure the support provided is indeed helping the ELL student reach their full academic potential in the content areas. Students in resource room are usually assessed and tested in the resource room as it provides a less distracting environment and have a better chance at successfully completing the assessments. Our long term ELLs received supports like graphic organizer, discussion and writing sentence stems, specific language objectives that support objectives in content areas like math, science, and social studies. Long term ELLs are supported in the classroom by means of small group instruction at the classroom level as well with Tier 2 interventions. With our long-term ELLs we focus explicitly teaching content specific vocabulary a variation vocabulary so they can increase the level of discourse. We are working on revising our discussion protocol so that there is a part that bridges the discussion and the writing.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.6 % of our ELLs are Former ELLs. Former ELLs continue to receive intervention Services by the classroom teachers who strategically form specific small groups with these students to meet their particular language needs and provide language supports that facilitate learning and engagement within their own classroom environment. In addition, these students are offered after school and Saturday programs to support them in reading and math. They receive extended test accommodations for two additional years after achieving proficiency on the NYSESLAT. This provides former ELLs an opportunity to demonstrate their content knowledge while they continue to develop their linguistic and academic skills. Former ELLs continue to receive at least one half of one unit of study of English as a new language (90 minutes per week) by a certified ENL teacher and/or their classroom teacher. Our goal is to provide Former ELLs with ample opportunities to develop high-level reading, speaking, and writing skills in comfort of their classroom, by their teacher with the support and guidance of the ENL teachers. To master a language, former ELLs must be able to engage in conversation with their peers; they must also be able to comprehend complex texts and effectively express their ideas through writing. Former ELLs engage in a baseline writing formative assessment where they showcase their writing skills through prompt writing. Each students' baseline is closely analyzed using the 6+1 Writing traits rubric. Teachers use the data collected from the baseline to make adjustment to the writing units and create focused small group guided writing groups. Mid-year, students take the mid-line writing assessment where they compare the scores from the beginning. Once again new guided writing groups are constructed as well as adjustment to units and writing instruction are made.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>One major takeaway from the NYSESLAT results is that our ELL students' highest scoring modality is speaking, with writing being their weakest across all grade levels. Speaking and listening are the precursors to reading and writing, and the data indicates that our teachers need to leverage this strength to benefit our ELLs' reading and writing skills. With this in mind, we are adding to our Advanced Literacies driven instructional focus a new routine that includes rich extended writing opportunities that stem from student discussions. Teachers will provide intentional opportunities for ML/ELL students to engage in extended writing activities that demonstrate their knowledge of content and language directly correlated to discussions in the classroom. This instructional routine will hone students' strengths in speaking and listening, allowing them to use ideas and content specific vocabulary from their discussions in their writing.</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>Only five ELL students took both the 2021 ELA State Exam and the NYSESLAT, leaving the sample size too small to compare students' ability to demonstrate proficiency in ELA and their English language proficiency. Similarly, only four ELL students took both the 2021 Math State Exam and the NYSESLAT, leaving too little data to draw conclusions.</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>Some major trends we notice about the at-risk levels of ELLs are as follows: *67 % percent of our ELLs are Newcomers *more than half of our ELLs and Former ELLs have only 1 at risk indicator *A quarter of our ELL students are in temporary housing and 18% our potential Long-Term ELLs. *92% of our ELLs have at least 1 at-risk indicator Based on our current attendance data, 35% of our current ELLs are chronically absent, of those 156, 30 are ELLs in temporary housing. Just in grades K and 1, there is 37% that are chronically absent. 43% of ELLs at the Entering level are chronically absent. Research shows all students who are chronically absent in grades K and 1 are much less likely to read on grade level by third grade. This is congruent with our in-house reading data that shows 63% of our ELL second graders are reading below grade level. This also indicates that ELLs with chronic absenteeism will struggle even more to catch up to their English-only counterparts if they are not in school consistently. Chronically absent students are not only missing out on school days and opportunities to learn, but they are at the greatest risk of falling behind. Moving forward this suggests we have to closely monitor the ELL subgroup for chronic absenteeism.</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>Our current ELL population is represented largely by students whose home language is Spanish. Among administrators, teachers, paraprofessionals, counselors, service providers, school aids, and others, about 40% are fluent in Spanish. We currently have a large TBE program in Spanish with certified bilingual teachers in each grade (K-6). Part of our learning goals for our students in the TBE program is not only to transition them to English, but also to develop their bilingualism by strengthening their home language skills. This is one of the reasons why we emphasize home language instruction in all the content areas. We celebrate our students' bilingualism by promoting the use of the home language as a learning strategy. We encourage students to brainstorm, think, speak, and write in the home language to show their knowledge of content when the content is English. We use Translanguaging strategies to help students make cross language connections. Our TBE classrooms have bilingual words walls and teach vocabulary bilingually. Because we have such a large range of staff fluent in Spanish, communicating with our Spanish speaking students and their families is seamless. When it comes to communicating with families that speak a low incidence language, we use the resources provided by the DOE's language and translation unit. Use the both the over-phone-interpretation service as well as the document translation service to communicate with these families.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>ELL Student Demographics: English language learners: 33% American Indian or Alaskan Native: 19.4% Asian: 4.7% Black: 24.2% Multiracial: 21% Native Hawaiian or Other Pacific Islander: 1.6% White: 29.1% Hispanic or Latinx: 86% We pride ourselves in treating students from different cultures or backgrounds equally providing them equal access to same curriculum as their non ELL counterparts. We ensure that our teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for them and encourage teachers to engage students in conversations about race and racism. In addition, we use the HILLS rubric to evaluate our curriculum in order to ensure that is culturally responsive and it represents people of many races, ethnicities, cultures, and backgrounds. When our students stories and voices are not represented in the curriculum, teachers include supplementary resources to ensure all students voices are presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds. For ELA, supplemental resources were created to provide background information and to encourage teachers and students to examine texts and themes through the lens of inequities, equality, resistance, power, and oppression. We created supplemental resources to provide richer background for our ELA injustice unit accessible to all students. We also ordered a variety of culturally and historically responsive texts to complement our curriculum and to imbed throughout the year. (Novel studies, supplemental texts, articles, and poetry). For example, teachers select a novel to read with their class. They explore themes of inequity, equality, and anti-oppression in conjunction with grade level ELA standards. In addition, teachers diversified their own libraries in order to be more inclusive and representative of the students in their classrooms. Into Math features an inclusive curriculum with a diverse set of characters in problem solving scenarios, as well as exposure to real-world applications. Cooperative Problem Solving encourages students to work together to cooperatively work towards a goal using their unique strengths and perspectives.</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>The majority of the ELL students at Public School 86 do not have an IEP, however the overall trends indicate that English language proficiency results for ELLs with IEPs is proportionate to their non-IEP peers. For example, the 2021 NYSESLAT data indicates that zero students with IEPs tested at the Commanding level, which is proportional to the students without IEPs. Although there is a discrepancy in the data regarding the IEP and non-IEP students reaching the Expanding language proficiency level, this seems to be an outlier compared to the other proficiency levels. For instance, 43 ELL test takers scored in the Expanding language proficiency level, compared to only 8 ELL test takers reaching that same score. This disparity suggests that the higher the English language proficiency level the more disproportionate the scores become between ELLs with and without IEPs. .</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>As part of our weekly ILT meetings, a portion of the time is allocated to reflect and discuss ML/ELL-specific topics and make adjustments to instruction based on the ELL Data Analysis Tool and observations of teacher practice. Specifically, we have found the need to continue to strengthen core instruction by cultivating a culture of collaboration to improve student academic outcomes and social emotional growth. Our Advanced Literacy goal (Increase knowledge of language and content for all students, Hallmarks 2 and 4) specifically targets and supports ML/ELLs. All teachers of ELLs will implement the Advanced Literacies Hallmark 2 and Hallmark 4 protocols, establishing discussion and vocabulary routines to support students in acquiring and using conversational and academic language and vocabulary to build knowledge. ELL students in TBE and ENL classes engage in daily oral and written practice with grade level academic and content vocabulary words. All classes will use these words in discussion, and writing as measured by the word choice trait on 6+1 Traits of Writing rubric. In addition, we are implementing "a bridge to writing" to our current discussion protocol where time will be allocated immediately after students have engaged in discussion for them to take notes and/or record key ideas discussed so that they can use their notes to construct written responses. Our CEP highlights instructional practices for our MLs/ELLs in each goal's action plan.</p>
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<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Delivery of content area instruction varies slightly in each program model. In the TBE program, the goal is to help students meet content area (math, science and social studies) language standards by means of the knowledge and language transfer approach. In this approach, students receive content area instruction mostly in the native language so that they can transfer the knowledge acquired as their English proficiency increases. The dominant language is used 60-80 percent of the time in the early stages of English proficiency. For example, a student at the emerging and entering levels will receive math, science and social studies instruction in the home language with some instructional time via integrated ENL in such subjects to help build English language skills through the content area. All content area specific lesson have strategic and intentional English language objectives which enable students to make language specific transfer and connection between the two languages. Our Math program is offered in the home language. It offers an engaging and interactive approach to covering the state standards, its seamless digital path and write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor in their home language both in person and in digital form. At specific times during the math unit, opportunities to connect key math vocabulary learned in Spanish to English by way of using cognates and linguistic connections. However, as the student progresses to the transitioning and expanding English proficiency levels, content area instruction in science and social studies gradually shifts to English. At these levels, students receive 90-180 minutes of integrated ENL instruction via these content areas. At each stage, content is made comprehensible by means of a variety of resources used both in the students' home language-when in the beginning stages of English language development-and in the second language-when in the later stages of English language development. Amplify science and Passport to Social Studies programs are available to all students both in English and Spanish, if in TBE program (and in English only) if in the Free Standing ENL program. Passport to Social Studies is a comprehensive curriculum solution designed to engage and motivate every student. Through stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. Amplify Science education programs encourage students to explore the world around them. All content area instruction delivered via Integrated ENL is supported with ENL methods and strategies. Students are provided with bilingual dictionaries and glossaries and a variety of online resources including Brain Pop, Discovery Education, Imagine Learning, and MyOn. Similarly, the goal of the Freestanding ESL program is to help ELLs meet the expectations of common core content area and language demands by means of (math, science and social studies) and language standards by means of the SIOP model. The SIOP model is a research-based and validated model of shelter instruction. Through this model, classroom teachers-with the help and support of the ENL teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency using the Integrated ENL model. ELLs in the Freestanding classes also have access to our math curriculum, Amplify Science and Passport to Social Studies, Into Reading and Into Lit, dictionaries and glossaries, online resources and technology. Each classroom is equipped with a smartboard and the necessary hardware and software for teachers to make content lessons more interactive and engaging for students. Students are encouraged to use the home language as a learning resource. In all program models the use of Translanguaging strategies plays an important role in providing ELLs multiple entry points to the curriculum and programs Translanguaging provides a way of ensuring that ELL students receive the rigorous instruction that will allow them to meet the demands of the Next Generation Standards, even when their English language proficiency is not fully developed. In fact, the theory of Translanguaging fits well with the theory of language as an action that is contained in the learning standards. This strategy offers ELL students the possibility of being able to gather, comprehend, evaluate, synthesize and report on information and ideas using text based evidence; engage with complex text, not only literary but informational; and write to persuade, explain and convey real or imaginary experience even as their English is developing. In addition, all teachers conduct a PLO on the Hallmarks of Advanced Literacy using Leaders Tool 4.1. Through instructional inventory, teachers will examine and revise instruction and practice for the Hallmarks in order to foster students academic language acquisition into all content areas while strengthening the instructional core.</p>
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<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 at our school use a variety of instructional strategies and tools to provide MLs/ELLs access to academic content and to accelerate English language development. For example, data driven small group instruction, translanguaging support, differentiated student materials, and strategic student partnership all play an important role in providing our ELLs multiple entry points to the curricula. Teachers provide intentional opportunities for ML/ELL students to engage in content specific partner or group discussions before recording their thoughts in writing in order to stimulate knowledge and language. Additionally, our school's tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading, Wilson Reading, and Imagine Learning allow ELLs, including ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge. Our multilingual learners, including students in the TBE program and those with IEPs, use the same curricula as their monolingual counterparts. For example, the K-5 monolingual programs use Into Reading as their literacy curriculum and the TBE programs use Arriba la Lectura! which offers identical modules and texts in Spanish. This intentional choice to have grade level curricular consistency for both English-only and bilingual students provides opportunities for all grade-level teachers to collaboratively develop Unit plans and contribute their funds of knowledge to the lessons. Having access to both English and Spanish modules allows teachers to take their instructional strategies beyond visual aids, sentence starters, explicit models, tactiles and graphic organizers. Now a TBE teacher can also provide identical graphic organizers, anchor charts, and module texts in both languages by toggling between Into Reading and Arriba Lectura! on the HMH digital platform, providing students with rapid translanguaging support.</p>
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<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>Teachers at our school are given curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs - SWDs within the least restrictive environment. Teachers in grades K-5 use Into Reading/Arriba la Lectura! both in print material as well as its digital platform and google slides adaptations of the texts and activities, while grade six teachers use Into Literature in print with digital adaptations using google slides. These students are provided additional support in other ways: Instruction is data driven. Through data meetings with instructional leaders and coaches, teachers create a schedule for small groups of students to work with based on their performance on both formative and summative assessments and informal teacher-student conferences and observations. Students with similar needs are grouped together to receive additional reinforcement during small group instruction. These groups vary and are flexible according to proficiency, content, and lesson goals. Academic Intervention Services (AIS) are in place and designed to help students achieve the learning standards in English Language Arts. Students who receive these services are recommended by the classroom teacher. The provider works along with the teacher to create a schedule that accommodates the child providing the ultimate instructional time. AIS providers articulate monthly with classroom teachers during a common prep and also participate in data meetings held by grade level supervisors and coaches. These teachers plan language objectives for units based on the aspects of language such as language functions and forms needed for students at each proficiency level to be successful at using in a variety of ways (expressive, informative, directive and survival). Certified ENL instructors, Mrs. Calderon, Mrs. Garcia, and Ms. Doody also provide flexible instruction and scheduling by pushing into the classroom and providing support and services to help these students improve listening, speaking, reading, and writing skills. Additionally, when our school's master schedule is prepared at the beginning of the year, common planning time and meetings are organized weekly for both ENL and bilingual classroom teachers. As part of our flexibility for student schedules, some ELL students are mainstreamed to less-restrictive environments (Gen Ed classes) during a specific content area</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>The following screening assessments are used to guide the instructional planning for our ELLs: *Acadience Reading & Math- Grades K-2 *1-ready Math & ELA- Grades 3-6 (includes Spanish Math for Grades 3-6) *STAR Spanish Reading-TBE Students in grades K-6 (Spanish) *STAR Early Literacy-TBE Students in grades K-2 (Spanish) Data from screeners is used to plan for targeted small group and individual student intervention. Intervention plans are constructed upon analysis of screener data and interventions are delivered during the school day, in before and after school extended sessions, and/or Saturday Academy.</p>
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<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>We have adopted the following intervention programs to meet the needs of our ELLs across subject areas: *Heggerty (Grades PreK-2)-Tier 1/Tier 2 Intervention *Heggerty (Spanish)-Tier 1/Tier 2 Intervention *Heggerty Bridge The Gap- Tier 2 Intervention *Foundations- Tier 1/Tier 2 Intervention *Lexia Core 5 Reading- Tier2/Tier 3 Intervention (online) *Wilson Reading- Tier 1/Tier 2 Intervention *Imagine Learning- Tier2/Tier 3 Intervention (online)-Native Language Support *Great Leaps Math- Tier 2 Intervention Small group instruction is provided by certified ENL teachers, Mrs. Calderon, Ms. Doody, and Mrs. Garcia who work to support students' listening, speaking, reading and writing skills as well as certified ENL self-contained teachers. The goal is for students to increase English proficiency using various programs with specific groups. Examples of these programs include: *Moving into English (K-2): This is a flexible, easy-to-use program that provides teachers with language-rich resources to help in the enhancement of Entering students' language acquisition. Each lesson is divided into three simple steps: Talk About it, Read About it, and Write About it. This adaptable program focuses on Phonemic Awareness, Phonics, Language Exploration, Comprehension, and Fluency. *Transitioning, Expanding and Commanding ELLs receive ELA Academic Intervention Services, AIS and project-based learning in small groups to specifically enhance listening, reading, speaking and writing skills via the content areas. *Soar to Success: Guided reading specialists and resource room teachers focus on basic grade level skills of Transitioning, Expanding and Commanding students, using Soar to Success, which is a research-based, intervention model. Soar to Success contains instruction in four of the critical components of reading: phonics, fluency, vocabulary, and comprehension. Comprehension instruction however, is the primary thrust of Soar to Success and it is designed to develop in students an awareness of where and when to apply specific strategies to independently unlock the meaning of the texts and books they read. *Voyager Passport: AIS is also provided through Voyager Passport for Grades 3-6. Voyager Passport incorporates a multi-tiered approach to address academic difficulties for all students, reducing referrals to special education. Daily lessons provide explicit instruction: the teacher models the skill, and monitors group and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students. This program has two components. Word Work provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to apply newly learned skills with accessible and engaging text. Vocabulary instruction is focused upon while comprehension instruction helps students read more strategically. *Mathematics: As part of the Tier 2 interventions, teachers plan for differentiation either through "Reteach" or "Challenge" work. *Passport to Social Studies: All grades are using Passport to Social Studies program which motivates students in grades K-6 to become active and informed citizens while covering state standards and maximizing teaching time. There is powerful reading and vocabulary instruction which helps teach content area reading. There are easy to use multiple resources to help meet the needs of all learners in every classroom, including ELLs performing at Entering, Emerging, Transitioning, Expanding, and Commanding levels. This program does have an Access for English Learners component. *Amplify Science: Mrs. Rampersaud (Prep Teacher for Grades 3-6) focuses on the teaching of Science throughout She supplements the programs used within the classroom with supporting materials of her own that provide additional visuals, hands-on, and cooperative science learning experiences, all project-based with a strong focus on language functions and forms. She does many hands-on activities and projects with the students and covers the grade appropriate concepts students need to learn. She also has a Saturday, After School Program, where she works with students preparing for the NYS Science test using the Amplify Science Kits and doing hands-on experiments.</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 data generated from the the formative and summative assessments is compiled into a whole-school snapshot of our students reading and math abilities in comparison to grade-level benchmarks. This allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of our ELL students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan and teacher practice to maximize student learning and growth. For example, using the F&P data teachers identify students who are most in need of academic intervention services (Tier 2 support). Daily Tier 2 intervention is provided for each of these students by the teacher and/or an AIS provider, and their progress is tracked through routine Progress Monitoring, teacher-student conferences, and teacher observations. A similar approach is used for math and academic intervention services. As part of our Tier 3 interventions, data from Acadience, STAR and classroom work is used to determine students eligible for afterschool and Saturday programs for additional intervention.</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Our school assesses the early literacy skills of our ELLs using Fountas and Pinnell in English (K-6) and Spanish (K-3), EDL (for grades 4-6 bilingual education students), i-Ready Reading and math (K-6), Acadience (K-2), STARS (Bilingual K-6), math chapter tests and end of year assessments, Math problem solving tasks (baseline, midline, endline), writing baseline, midline, endline in English and Spanish, and teacher -created assessments. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan thematic unit plans that meet the needs of ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level. Fountas & Pinnell is our English and Spanish leveled reading assessment designed to assess student's instructional and independent reading levels. This assessment is administered 3 times per year- fall, winter, and spring- and is used to support teachers in working with students to set personal reading goals. Teachers also use this data to instruct students in guided reading. Teachers administer the F&P Spanish assessment in the fall, to help them determine student's literacy level in their native language. Teachers use this information to select books for whole-group and small-group (guided reading, literature circles) instruction, as well as to assist students in selecting texts for independent reading. The data generated from the assessments is then compiled into a whole-school snapshot of our students' reading abilities in comparison to grade-level benchmarks. This allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the language needs of the students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth. Below is a complete list of Summative Assessments used through out the school year: Fountas & Pinnell (3x year/Fall, Winter, and Spring) Fountas & Pinnell Spanish (2x year/Fall and Spring) i-Ready Reading (3x year screener)-online platform i-Ready Math (3x year screener)-online platform Eureka Math Chapter Assessments- online platform (available in Spanish for TBE students) Math Problem Solving Task Baseline/Midline/Endline Writing Baseline/Midline/Endline- English (uses 6 +1 Writing Rubric) Writing Baseline/Midline/Endline- Spanish (uses 6 +1 Writing Rubric) myOn Reading online platform assessments (remote learning) Acadience- 3 times per year STAR-3x per year State Test Simulations PBAs Module/ Unit Tests</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Each year the ILT creates a calendar that schedules and details all of the assessments our students will take throughout the school year. ENL students in the TBE program in grades K-6 are administered the Spanish Fountas and Pinnell two times a year to determine the students' home language independent and instructional levels. In addition, teachers administer a writing baseline, midline and endline to measure each students' home language writing proficiency. These are evaluated using the 6+1 writing traits rubric. ENL students in a bilingual program who receive content area instruction in Spanish are administered school-based and state assessments in the language they received instruction (Spanish). In the same way that math and science exams are ordered in Spanish for our bilingual classes (including Bilingual Special Education), accommodations are made throughout the school year to provide students with classroom assessments and resources in their home language. Bilingual glossaries are available during testing to support our second language learners. The STAR Assessment measures student achievement and growth in Spanish Reading 3 times per year. I-Ready math is administered in Spanish 3x yearly.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>ELA Summative Assessments The NYSESLAT is a summative assessment that is used to evaluate the effectiveness of our ML/ELL programs. Teachers use this assessment data to inform instructional groupings, language supports and differentiation. Our baseline, midline, and endline writing assessment (in both English and Spanish) provide teachers with both individual student and whole class data based on the 6 traits of writing- ideas, organization, voice, word choice, sentence fluency, conventions and presentation. These assessments are administered 3 times a year- fall, winter and spring. This data tracks writing proficiency across the 6 traits, and allows teachers to focus their analysis on specific areas of strengths and needs in writing. Teachers then work with individual groups of students to support their development in different traits. Math Summative Assessments Math assessments (in both English and Spanish) provide teachers with both individual student and whole class data. These assessments are administered at the end of each math chapter. This data tracks progress and mastery of Next Generation Learning Standards. Teachers analyze this information and highlight areas of strengths and needs. Teachers then work with individual groups of students to re-teach these specific standards. Math Problem Solving Assessments are administered three times yearly in both English and Spanish. Teachers track this information and analyze student performance to plan for the Cooperative Problem Solving session in between each assessment. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units that meet the needs of our ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level.</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>Our NYSESLAT administration plan is to administer the NYSESLAT to all eligible ELLs using the RLER report from ATS for identification. Once students who are testing are confirmed, we create a schedule detailing the staff who will administer and score the assessment (ENL service providers and classroom teachers). 24 qualified pedagogues are designated to administer the NYSESLAT to all eligible students along with a proctor. 7 pedagogues are designated to score the speaking and writing portions of the NYSESLAT. ELL teachers will provide a turn-key training session for all those administering and scoring the NYSESLAT. The task of scoring student responses will be divided among a minimum of three scorers, so that no one teacher scores more than three writing tasks per student. During the testing window, students in our bilingual and self contained ENL classrooms will continue to receive their mandated ENL minutes of service by their classroom teachers. ELLs and former ELL students who are not in a bilingual or ENL self contained classroom will receive mandated services through asynchronous tasks.</p>
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Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. *Teachers of ELLs with IEPs meet in groups to contribute to the development and pacing of the Unit plans in all content areas where they contribute their knowledge of the lesson differentiation to construct the units' lesson plan. *Our teachers utilize Response to Intervention (RTI) approaches for those students who enter with lower levels of proficiency in their home language. *Our school's tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading and Imagine Learning allow ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge. *All teachers of students with IEPs are mandated at the beginning of the year to read through each child's IEP and plan for specific strategies using the Management Needs section. Some strategies used for ELL students with IEPs include: Use of repeated directions, visuals, sentence starters, explicit models, tactiles and graphic organizers.</p>
<p>b. SIFE</p>	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. Teachers of SIFEs meet in groups to contribute to the development and pacing of the Unit plans in all content areas where they contribute their knowledge of differentiation strategies and foundational skills to make adjustments to the units' lesson plans that take into consideration the stages of language acquisition. Supports for SIFE are as follows: *Increase sheltered instruction in order to close some the academic gaps such as providing instruction in their native *Provide sheltered instruction in the English language by modifying the subject matter to make content comprehensible to students with limited vocabulary. *Instructional scaffolds include; increased visuals, collaborative learning activities, select high interest-low level texts, explicit teaching of literary basics like phonemic awareness. Teachers also use: tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading and Imagine Learning allow ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge.</p>

c. Newcomer	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. Teachers with Newcomer ELLs come together to look closely at the work of these students, analyze the work, look for trends and make adjustments to lessons to provide specific follow for the trends identified among this student population. Supports for Newcomers are as follows: *Provide a print-rich environment: classroom walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, the Pledge of Allegiance, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries. *Provide ample hands-on learning opportunities so students are physically involved such as, students write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences. *Keep the amount of new vocabulary in control. When using new vocabulary or explaining new concepts, rephrase, define in context, and simplify explanation so as not to confuse students. *Encourage students to use their home language as a learning resource: for brainstorming, sharing orally and in written form. *When assessing understanding, we are open-minded and provide multiple opportunities for students to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative *Build the native language content and literacy instruction in order to build on English. *Use Long Term ELLs as collaborative classwork partners for language support to developing English speakers. * Encouraging the use of the home language as a resource. Teachers also use: tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading and Imagine Learning allow ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge.</p>
d. Developing	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. Teachers with Developing ELLs come together to look closely at the work of these students, analyze the work, look for trends and make adjustments to lessons to provide specific follow for the trends identified among this student population. Scaffolds for Developing ELLs include: *Use teaching strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol). We focus on starting with the concrete then build to the abstract while relating material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology. *Use Long Term ELLs as collaborative classwork partners for language support to developing English speakers. Teachers also use: tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading and Imagine Learning allow ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge.</p>
e. Long Term	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. Teachers with Long Term ELLs come together to look closely at the work of these students, analyze the work, look for trends and make adjustments to lessons to provide specific follow for the trends identified among this student population. Scaffolds for Long Term ELLs include: *Front-loading vocabulary, providing sentence frames or sentence starters, and offering feedback on writing. *Direct and explicit modeling *Regular, structured opportunities to develop written language skills *Text-based, analytical instruction using a cognitive-strategies approach to develop reading and writing abilities *Direct and explicit comprehension strategy instruction *Opportunities for extended discussion of text meaning and interpretation *Regular, peer-assisted learning opportunities. Teachers also use: tiered intervention programs such as, Foundations, Heggerty, iReady, Lexia Core5 Reading and Imagine Learning allow ELLs with IEPs to remain in the least restrictive environment while continuing to receive meaningful instruction to accelerate English language development in addition to content knowledge.</p>
f. Former ELLs up to two years after exiting ELL status	<p>In order to ensure that all ML/ELL groups have access to and engage with grade level content, our ELLs use the same curriculums as their English-only counterparts, including students in the TBE program. We hold all of our ELLs, regardless of subgroup, to the same expectations as all other students. Teachers with Former ELLs come together to look closely at the work of these students, analyze the work, look for trends and make adjustments to lessons to provide specific follow for the trends identified among this student population. Scaffolds for Former ELLs include: *Strategically planned language objectives which identify and emphasize the language forms, functions, and vocabulary necessary to be successful in a lesson. *Strategic pairings and groupings. Former ELLs are offered different roles within a group, depending on the task and often students work with partners close to their reading level. Sometimes Former ELLs support Newcomer classmates and at other times they are partnered with more advanced students. *Project-based learning.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>We ensure that ENL students are appropriately evaluated in their home language as well as in English. ENL students in the TBE program in grades K-6 are administered the Spanish Fountas and Pinnell two times a year to determine the students' English and home language independent and instructional levels. The STAR Reading Assessment administered three times per year in Spanish measures native language reading skills. In addition, teachers also administer a writing baseline, midline and endline to measure each students' home language writing proficiency. In the remote classroom, these writing pieces are submitted digitally via google docs or students can take pictures of paper pieces and email them to the teacher. ENL students in a bilingual program who receive content area instruction in Spanish are administered school and state assessments in the language they received instruction in (Spanish). Math and science examinations are ordered in Spanish for our bilingual classes, including Bilingual Special Education classes. Bilingual glossaries are available during testing to support our second language learners.</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>Language electives are currently not offered to any student in P.S. 86 at the present time.</p>
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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>Rigorous, research-based professional development is held for ELL educators and support staff, such as paraprofessionals, psychologists, and occupational/physical therapists to provide the best teaching possible for our ELLs. Our professional development focuses on how to implement strategies that promote a literate learning environment which cultivates a culturally responsive environment and 21st century teaching and learning. Through assessment, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the cultural and learning needs of our students. Staff development will continue to support ENL methodologies and strategies through technology in literacy development. All administrators will assist the staff with the implementation of Next Generation Learning standards and effectively aligning the curriculum of grades K-6. Mrs. Garcia, Ms. Doody, and Mrs. Calderon continue to attend the ELL Compliance Conferences and various workshops provided by Office of English Language Learners. They turn key valuable information to assist in planning for our ELLs and provide classroom teachers with instructional support. The school schedules a common prep for teachers of ELLs and Bilingual teachers bi-weekly. During these meetings, teachers share best practices, plan collaboratively, look at student work and data, and are reintroduced to impacting teaching and learning strategies. Teachers are also brought up to date about city and state mandates.</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>Professional Development Plan for ELL personnel is held on Professional Learning Mondays for 75 minutes. Cycle 1 (Month of September-October): Implementation of the New CR Part 154: New teachers learn about the regulations and policy that govern education to ELLs and its implications in programming and the classroom. Aligning practice and instruction to the Hallmarks of instruction as per Advanced Literacy. Cycle 2 (October-November): The Next Generation Standards and its relation to the Bilingual progression and ENL standards. Cycle 3 (Months of November and December) Engaging in Collaborative Inquiry: Teachers of ELLs revisit the theories of engaging in inquiry and put it into practice using ELL relevant data, identify a common problem, creating a plan of action, implementing strategies to help resolve the problem, and assess student performance at the end of the cycle. This year we plan to look closely at our students' discussions: language and knowledge use. Cycle 4 (Month of January-February) Strategies for Academic Language Development: Teachers will explore and implement a variety of strategies to improve students' academic language development. Cycle 5 (Month of March-April): Using Questioning and Discussion Techniques in the ENL/bilingual Classroom to engage ELLs in rich academic Discussion: Teachers of ELLs explore strategies to pose higher-order thinking questions and discussion techniques to deepen student understanding and use of academic language. Teachers will explore the elements of Hallmark 2 and 4 and the notion of "Do all higher-order thinking questions engage students in academic discussions?" Cycle 6 (Month of May and June) Reflecting on Practice, looking at end-of-year student data, and looking ahead to the next school year. In addition professional development will be offered for teachers in science and social studies. Teachers will collaborate in grade level teams to navigate and implement the NYCDOE's Enhanced Science and Social Studies Scope and Sequence. In teams, teachers will determine the important content that students will learn and be clear about the big picture, key concepts, and the language structures needed to effectively access those concepts. They will explore and deepen their understandings of the Enhanced Science Scope & Sequence and make connections between the NYS Science Standards and Next Generation standards. Agendas and sign-in sheets for these activities will be maintained on file.</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 believe in supporting our parents as partners in the educational program of their children. All school related information is available in the language spoken by the families in our school community. Assemblies, shows, writing celebrations, math bingo night, literacy night, and STEM fair are held throughout the year for children and families. Each event is organized by the grade level supervisor, coaches, and teachers. Parents are invited to monthly PA meetings to discuss how the school may further meet the needs of their children. Our parent coordinator, Alberto Velez, is actively involved in providing parents of ELLs with appropriate information and services. He helps ensure that parents of ELLs are contributing members of the education community. Parents of ELLs are invited to participate in the development of the school's Comprehensive Education Plan. Student's progress is reported to parents on a regular basis and parents are invited to the school for various classroom activities. Parents are invited to attend various workshops held by administration on how to assist their child with the many programs available in our school. In addition, we continue to hold an open door policy for all of our parents. We also have a Civic/ENL program for parents and the community. This program is 7 months long and is held at the school two week nights per week. We hold parent support workshops in: Technology, Blended Learning, Google Classroom, student attendance, report cards, community building, Family Game Night, and SEL (RULER).</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>At PS 86 parents of ELLs are provided with the opportunity to meet with their child's teacher to discuss goals of the program, language development progress, language proficiency, and more in the month of January. This meeting opportunity is offered in-person with a virtual option to accommodate parents who cannot come into the school. During the meeting we discuss: 1). student's language goals 2). describe the programs and supports used with students 3). discuss language development progress using NYSESLAT and class data 4). discuss student's progress with in the classroom 5). highlight areas of strength and areas needs 6). discuss services and program entitlement within the school 7). provide resources available to help students at home. Notices for the annual meeting are sent home via school letter, email, and class dojo with information to sign up for a time during the day and afternoon hours that vary from teacher to teacher. We will use the same interpretation and translation provisions we use during parent-teacher conferences including translation of information flyer and in-person session in Spanish by one of our staff members and by the DOE Language T & I unit over the phone translation for languages covered. For any languages not covered by the DOE, we will set up individual appointments for those family to ensure we have contracted DOE vendor to provide translation.</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>na</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>As part of the registration and enrollment process, Ms. Calderon, ENL service provider and ELL liaison, invites parents of new ELLs to come to the building for a parent orientation where they get information about the instructional programs available, watch a program selection video. Mr. Alberto Velez, provides a new student school tour for the students and families. During this tour, students and families are welcome to meet the principal, ENL coordinator, ENL providers, and counselors. Each of the mentioned staff members shares information pertinent to each of their departments and roles in the school. The Parent and Student Booklets are provided to students and their parents along with a tour of the building. All of our ELL students and parents are invited to participate in our yearly Family nights, Bingo nights, Literacy Night, SEL student and parent workshops, Library Open Access time for families, among many other activities.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The individuals responsible for the intake and identification of ELLs year-round include Anabelle Ventura (School Secretary), Cynthia Calderon (Certified ENL Teacher), and Massiel Garcia (Certified ENL Teacher). We begin by completing the Home Language Questionnaire in the parent or guardian's language of choice to identify the student's primary language. If the questionnaire is unavailable then we contact Translation Interpretation services for further assistance. If the primary language is identified as one other than English, we proceed to conducting an individual interview of the student. Results of the individual interview confirm that the student's home or primary language is other than English. Results may assist in Student with Interrupted/Inconsistent Formal Education (SIFE) determination. If the student is English proficient, we enter code "A" on the ELLO screen. If a student has an IEP, the Language Proficiency Team meets to determine if the child may have second language acquisition needs during the initial 20 days of enrollment. If the LPT recommends to the school principal that the student with an IEP does not have second language acquisition needs, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten school days to agree or disagree. The parents/guardians are notified within five school days of the final determination that the student will not take the NYSITELL, thus is not designated as an ELL, and screening for ELL Identification stops. Within 10 days of enrollment, eligible students are then administered the NYSITELL to determine language proficiency (including Spanish LAB if necessary). Within 5 school days of a student being identified as an ELL, parents/guardians are to receive written notice in their indicated preferred language. Parents are provided an orientation session in their preferred language to determine program choice (TBE, ENL, or DL). Students are placed in an appropriate ELL program within 10 school days of enrollment based on parent choice. Original ELL documents are maintained in the student cumulative folder.</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
Renny	Tranello	AP	2022	Yes	Yes

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

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	2	.11%	2	.11%
Arabic	19	1.04%	19	1.04%
Bengali	6	0.33%	6	0.33%
EWE	1	0.05%	1	0.06%
Fulani	1	0.05%	1	0.06%
Hindi	1	0.05%	1	0.06%
Lao	1	0.05%	1	0.06%
English	700	38.42%	687	38.04%
Spanish	1077	59.11	1073	59.41%
Soninke	2	0.1%	2	0.1%
Thai	2	0.11%	2	0.11%
Urdu	3	0.16%	2	0.17%
Ukrainian	1	0.05%	1	0.06%
Vietnamese	6	0.33%	6	0.33%
Slovak	0	0	1	0.06%

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	82	91
Arabic	1	1
Italian	1	1
Albanian	2	2
Chinese	1	1
French	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>During the registration process, the registration team (including, certified ENL teachers, and school administrators) collects new parents' preferred language of communication via the Home Language Identification survey (HLIS). During this interview, parents are asked which language they prefer when receiving written notices from the school and which language they prefer when communicating with the school via phone and in-person. Their preference is added to the parent information on ATS during the registration/enrollment process by the school secretary. Every beginning of the school year, we send home a survey providing parents the language preferences we have on file and request that parents review the language preferences they have selected and ask them to update those preferences as needed. We collect the survey and use the information acquired to update language preferences on ATS using UPPG screen and Student Emergency Contact Cards (RCON) which we collect from our students every beginning of the school year and update. In addition, we use the preferred language data to determine and plan how we will communicate with our parents. For example, since our Spanish speaking parents are the vast majority, they are easily covered by in-house staff. For parents who speak and prefer other languages, the staff will use the services provided by Language and Translation Unit to access those other languages not covered in the school and better communicate with these parents. We also use translation services from DOE and contracted DOE vendor like Geneva Worldwide and Lingularix, as needed, to communicate (written and oral form) with parents who speak a language not covered by DOE. We will reach out to these parents prior to special events and meeting (if in person or over the phone) and inform them that we have resources and supports in place to communicate with them in their language of preference and schedule as needed. In addition, each beginning of the school year, we assess the events and documents that require interpretation (in those specific languages) throughout the year and use our resources and monies to plan for translation services via the Language and Translation Unit and contracted doe vendors (as needed) accordingly. In case a shift to remote Learning is necessary, we will assess the language preferences as follows: The registration team has a google form with basic questions regarding the language used at home most of the time and language new parents prefer we communicate with them when receiving written notices and phone calls from the school. Their responses in the form will gives an idea of the students' home language which we can then use for temporary class placement and parents' preferred language of communication. The full identification process will be then conducted in person, as soon as we back in our mortar and brick building. The same survey we send home for non-new students, we will send digitally via email for parents to provide us with updated language preferences. We will use this survey to update language preferences on ATS via the UPPG screen and on digital student emergency contact cards; and to determine and create a plan detailing how we will communicate with our parents in case remote learning continues.</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 Back Letter	September	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document.
School Year Calendar	September	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document.
Parent Handbook	Ongoing	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document.
School Safety Notices	Ongoing	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo with translation capabilities.
Back to School Night/End-of-Year Night Fyer	September and May	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo with translation capabilities.
Parent-Teacher Conference Notice	November and March	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo with translation capabilities.
ENL Yearly Update Notice	January	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo, with translation capabilities..
School Closure Letters/Holidays	Ongoing	Spanish version is translated at the school level by staff. Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo with translation capabilities.
Special Education Related Documents	Ongoing	Spanish version is translated at the school level by staff when it comes to school-based documents, however IEPs and other legal documents are sent for translation to the DOE document translation unit . Translation in the other, covered, languages are done via the DOE document translation unit during the Summer in order to have it ready for distribution when school opens. We also use the versions of the calendar already provided in the DOE site. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate the document. We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed, as well as use a messaging APP like ClassDojo with translation capabilities.

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.
Back to School and End-of-Year Night	September and May	In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone translation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to interpret in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide the information in oral form, as needed.
Parent-Teacher Conferences	November and March	In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone translation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to interpret in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide interpretation over the phone while the parent is person, as needed. Over-the-phone and in-person conferences with a vendor are scheduled in advanced at specific dates and times before or after the general PTC in order to maximize the use of the vendor.
Parent Engagement Tuesdays	Throughout the Year	In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone interpretation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to interpret in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide interpretation over the phone while the parent is person, as needed. Over-the-phone and in-person conferences with a vendor are scheduled in advanced at specific dates and times in order to maximize the use of the vendor.
Conflict Resolution Meetings	Ongoing	In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone interpretation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to interpret in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide interpretation over the phone while the parent is person, as needed. Over-the-phone and in-person conferences with a vendor are scheduled in advanced at specific dates and times in order to maximize the use of the vendor.
IEP meetings	on going	In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone interpretation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to interpret in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide interpretation over the phone while the parent is person, as needed. Over-the-phone and in-person conferences with a vendor are scheduled in advanced at specific dates and times in order to maximize the use of the vendor.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school emergency, PS 86 will communicate with families who speak languages other than English by having in-house staff translators contact families. For families whose preferred spoken language of communication is not met by one of our staff members, we will use the DOE's over-the-phone translation option to contact them. For other languages not covered by the Language and Interpretation Unit, we will use contracted vendors to communicate with parents during emergency times. We will also use, as necessary, a messaging APP like ClassDojo, with translation capabilities in cases where we cannot make oral contact. Each classroom room teacher has a list of their students, parent's preferred language of communication (RADL report) and contact numbers in the BRT envelop each has been trained to use during school emergency drills. This class roster also includes a header with the steps of how to call the language translation line.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In the event of a student emergency, PS 86 will communicate with families who speak languages other than English by having in-house staff translators contact families. For families whose preferred spoken language of communication is not met by one of our staff members, we will use the DOE's over-the-phone translation option to contact them. For other languages not covered by the Language and Interpretation Unit, we will use contracted vendors to communicate with parents during emergency times. We will also use Each classroom room teacher has a list of their students, parent's preferred language of communication and contact numbers in the BRT envelop each has been trained to use during school emergency drills. This class roster also includes a header with the steps of how to call the language translation line.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>We have an open door policy at the school. Parents are welcome to come in anytime during the school day. For those who contact us in person we will use the same protocols we use when we have in-school events (In-house available interpreters will be assigned to provide translation services in houses housing parents who prefer to communicate orally in Spanish or other languages preferred by parents that we have staff members speak. For other languages covered by a staff member and covered by the DOE, we will use interpreters from the Language translation unit via the over-the-phone translation services. For languages not covered by the DOE, we use contracted vendors like Lingualix to translate in person, over the phone, or via . We also assign staff members to call the parent or guardian using the DOE's language line to provide translation over the phone while the parent is person, as needed. Over-the-phone and in-person conferences with a vendor are scheduled in advanced at specific dates and times in order to maximize the use of the vendor) to facilitate communication with the parent in his/her language of preference. Parents may also call the school and will provide translation service using our staff members that translate in languages we cover at the school, the Language and Translation over-the-phone translation service, and contracted vendors if we do not cover the language preference of the parent.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Distributed during a turnkey meeting at the beginning of the school and emailed mid year.
Over-the-Phone Interpretation Desk Aid	Distributed during a turnkey meeting at the beginning of the school and emailed and in staff mailbox mid year.
Language Access Handbook	Distributed during a turnkey meeting at the beginning of the school.
T&I Unit InfoHub Link	Distributed during a turnkey meeting at the beginning of the school and emailed mid year and as needed throughout the year.
OPI quick access aid	Distributed during a turnkey meeting at the beginning of the school and emailed mid year and as needed throughout the year

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The school's LAC, Mrs. Tranello, will train all staff members at the beginning of each school year (and do a re-refresher training mid-year) on how to use the document translation services and over-the-phone interpretation services provide by the Language Interpretation Unit. During this training, the staff will receive flyers and resources (Chancellor's Reg A-663, OPI quick access aid, language flyers, Over the Phone Interpretation desk Aid and access code, Language Access Handbook, etc.) They will be made aware of the other resources used in the main office and greeting locations around the building so that they know these exist and what they look like in order to facilitate these resources to their parents. These other resources are: The Language ID Card, and Hello Poster- which help facilitate visitors' access of the translation services. In addition, during the training, the staff will be made aware of the various resources available to them and the families, like informational brochures, Language ID Card and Guide, Poster etc. , which are available in specific areas in the school building, like main entrance and main office. Mid year, the parent coordinator will place these resources in all staff mailboxes in case the ones provided during the early training need replacement. This intention will also serve as a reminder to the staff that these services and resources are available to them and their students' families. All resources will be reproduced and made available to the staff as needed throughout the school year.</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"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>Welcome Poster will be posted in the main lobby of the school and in the main office in locations easily visible to visitors and parents. Parents' Bill of Rights are made available to parents in the parent corner of the school lobby and copies are provided in the families' preferred language, as available, and offered to parents during Back to School Nights, Fall and Spring PTCs. Announcements are made throughout the duration of these events informing parents of the availability of this resource in their language. Parents' Guide to Language are also made available in the parent corner of the school's main lobby. Additional copies are sent home with students and made available in the main office as well as during parent engagement activities. Language ID Guide is posted by the security desk in the main lobby and main office. Both security and main office personnel use these guides to identify the language of preferences of parents who speak languages other than English or Spanish in order to meet their language communication needs. Should remote learning take place in Fall of 2022, these resources will be sent home to the families digitally via email and posted on the school website.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>During the last two months of the school year, parents will be asked to participate in a survey providing feedback to questions targeting the quality and availability of the translation and interpretation services they received throughout the year. This survey will be made available in the languages preferred by our families and will be sent home in paper copy and/or via email, as necessary. We encourage parents to complete this services when they come to the school for the end-of-Year night and also send it home with students and via email. Responses collected will be studied closely by the school's LAT who looks for stand outs and trends and use the findings to make adjustments and refine our protocols so that we can better-meet the language service needs of our parent community.</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>One adjustment we plan to make to our protocols is scheduling PTC via contracted vendors not only around the time of the general PTC conference, but also designate several "special" dates and times outside the general PTC to bring in the contracted interpreters in the needed additional languages on at least two other separate dates advertise it to those families to give them an opportunity to come in and check in on their students' program outside of the mandated PTC, almost the equivalent of the ENL Yearly Parent Check in/Update.</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:	The Kingsbridge Heights Elementary School
DBN:	10X086
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.	No
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:	120
Total # of teachers in this program:	8
# of certified ESOL/Bilingual teachers:	7
# of content area teachers:	1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials 	<p>In order to help our English Language Learners meet the academic and language demands of the New York State Next Generation Learning Standards and place them on the path for college and career, our Title III monies for 2022-2023 will be used to extend and supplement the current literacy curriculum used in grades K -6 bilingual education classes. Our goal is to provide supports for our ELL students in the Transitional Bilingual Education program so that they are better equipped to successfully use the skills of reading, writing, listening, and speaking in the academic setting and standardized and formative assessments. The goal of the program is to fuel a positive movement towards Advanced Literacy and Culturally and Historically Responsive Education by holding our English Language Learners (ELL) to the same high standards and expectations as their non-ELL counterparts by providing them with the specific language supports they need to access the curriculum. Beginning in October and ending in May, about 120 students in bilingual education classes in grades K through 6 will participate in an in-person after-school program that will run two days a week for a total of 110 hours. The program will take place on Wednesdays and Thursdays from 2:35 PM-4:35 PM (50 x 2 x 7 x \$65.31 = \$45, 717). The curriculum and instruction used in this program will be aligned to the Next Generation Learning Standards, the New York State ENL Standards, the new Bilingual Progression Standards, as well as Advanced Literacy and CHRE. The program will consist of an intensive reading and writing curriculum in which 10 to 15 students per class will have the opportunity to strengthen and refine English language skills. Seven certified bilingual education teachers will commit to exploring and implementing the concepts and instructional framework of Advanced Literacy along with phonics and guided reading instruction to help prepare struggling students to be academically and personally successful in today's literacy-and knowledge-based society which requires that all students develop skills and competencies that enable communication in increasingly diverse ways with increasingly diverse audiences. Teachers will determine the amount of time devoted to instruction in each of the language modalities depending on students' NYSESLAT and NYSITEL proficiency levels in each of the modalities, Fountas and Pinnell reading level, and the students' ability to work with high utility words. The program embeds the expectation that all students, regardless of needs, can be successful. Students will work in both their Home (HL) and New language (NL) in whole group and guided small group work in order to increase and enhance not only their vocabulary skills, but their oral, listening, reading, and writing skills, in both languages. In addition, students will also participate in a writing academy where they will continue to explore the structures and features good writers use when writing with a purpose via series of connected extended writing experiences. An emphasis on the use of the 6+1 traits of writing will be a secondary goal. The academy will incorporate technology as an educational tool. Groups of students will have scheduled times throughout the program to visit the computer lab where one technology teacher, in collaboration with each individual certified bilingual teacher in the program, will work with students to improve their reading and writing by using programs like Imagine Learning, iReady, Ticket to Read, and Microsoft Word. The technology teacher (funded through another source) and each bilingual teacher will meet to plan every other week during a common prep period. Students will use these programs to read and engage with text at their independent reading level and answer comprehension questions. Both the technology teacher and the classroom teacher support the students in mastering the various reading and extended writing tasks embedded in the programs. In addition, students also have the opportunity to visit the lab to work on their revision and editing skills while they craft the extended writing pieces. One of the final projects of the program consists of each student crafting one piece of writing and taking it through the writing process. Each student will publish his/her piece using one of the writing structures explored during the program. During this time, each class uses the technology lab benefiting from working with the technology teacher and the classroom teacher work in small groups. Students will also visit our state of the art library to borrow books, read independently or read with a partner on a regular basis. Finally, each teacher will administer an assessment in reading and writing for each student to determine their reading and writing growth and to assess the achievement of program related objectives and goals. 50 x 2 x 7 x \$65.31 = \$45, 717</p>

Rationale	Description included in narrative above.
Subgroups and grade levels of students to be served	Grades to be served included above
Schedule and duration	Description included in narrative
Language of instruction	Included in narrative above.
Number and types of certified teachers	Included in narrative above.
Types of materials	Included in narrative above.
Include any additional details here:	NA
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.	,1,2,3,5,6,K,4

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Prior to the commencement of the program Seven bilingual teachers will participate in 5 one-hour, in-person PD sessions, (2:35-4:35 pm), in late September 2022. The seminar will be led by the bilingual/ELL coordinator and Administrator Mrs. Tranello to continue to develop and enhance their understanding, assessing, planning and implementing each component of the reading and writing academy. They will engage in a book study using English Language Learners Day by Day by Christina Celic. Via the book study, teachers will engage in discussions and exploration of effective practices and strategies that can help impact literacy success for ELLs. The book offers teachers concrete ideas to help students in bilingual classes reach high levels of biliteracy in both Spanish and English. Bilingual teachers will use the book to craft lessons for use not only within the after school reading and writing academy, but also during our regular school day. Teachers will also engage (in a book study format) with the text Teaching Advanced Literacy Skills by Nonie K. Lesaux to re-familiarize themselves with sections of the text that will be used to impact unit planning for the program. In addition, the teachers will revisit the components of the writing workshop model and use Reading, Writing and Learning in ESL as per Suzanne F. Peregoy to review and discuss the developmental phases in second language writing and develop writing lessons implementing strategies to assist writers of different levels while making connections to AL hallmark 3-Extended Writing. At the end of the program, teachers will come together to create a resource guide of lessons and work samples used throughout the program. They will share their knowledge and work analysis at their grade level teacher team meetings as the program ensues; to help teachers who are new to teaching of English Language Learners. Agendas and sign-in sheets will be maintained on file.</p>
Rationale	Description included in narrative above.
Teachers to receive training	Description included in narrative above
Schedule and duration	Description included in narrative above
Topics to be covered	Description included in narrative above
Name of provider	Description included in narrative above
Include any additional details here:	Description included in narrative above

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>P.S. 86 will continue to offer its well known Civics/ESL classes, in-person, to about 25 parents (two classes) in our community. This adult activity will be of no cost to Title III. The classes will begin in December and run through May on Wednesdays and Thursdays from 5:30 PM-7:30 PM. The instructors for this class are certified bilingual education teachers, Ms. Scott and Ms. Batista. Two weekly lesson plans will be prepared based on the history of the United States of America. The lessons will derive from the text/program Voices of Freedom: English and Civics for U.S. Citizenship by Bill Bliss. The goal of this program is to help those individuals who are interested in becoming American citizens pass the New York State Citizenship exam. In addition, we hope to help newcomers understand United States laws, the rights and responsibilities of citizens like emersion to the First Amendment rights, political Parties, Voting, etc. The program will also have an ESL component consisting of a pre and post oral presentation and writing sample with an emphasis on oral language development, phonics, conversational vocabulary and rules of grammar needed to communicate in daily real life situations. Classes will be instructed in both English and Spanish. Parents will be notified about the program by means of fliers that will be sent home with the students, by announcements made during the Parent Association monthly meetings, via phone blast, and class dojo. Enrollment will be opened until both classes are filled. Agendas, sign-in sheets, and lesson plans will be kept on file.</p>
<p>Rationale</p>	<p>Description included in narrative above</p>
<p>Schedule and duration</p>	<p>Description included in narrative above</p>
<p>Topics to be covered</p>	<p>Description included in narrative above</p>
<p>Name of provider</p>	<p>Description included in narrative above</p>
<p>How parents will be notified of these activities</p>	<p>Description included in narrative above</p>
<p>Include any additional details here:</p>	<p>Description included in narrative above</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	N/A	N/A
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

Allocation Amount (\$):	N/A
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Professional Learning at P.S. 86 will be conducted weekly with all teachers, paraprofessionals, administrators, and staff. In alignment with our school goals, Advanced Literacy, Equity, and SEL initiatives, coaches, administrators, and teacher leaders will facilitate weekly professional learning sessions. These sessions include book studies, intervisitations, labsites, data collection and planning and reflection time. All professional learning will include a component of analyzing how the work we are doing is impacting student performance and meeting state standards. Additionally, as an ILT, administrators, coaches and other key stakeholders will also engage in weekly professional learning to move the vision of the school forward in alignment with school, district, and city-wide goals</p>
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Part 4: Schoolwide Program (SWP)

<p>Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).</p>	<p>At P.S. 86 we strive to support our preschool children as they transition into kindergarten. We start by hosting parent information sessions in the winter and spring about the kindergarten application and registration processes. We also host Kindergarten Orientation over the summer with parents to share information with parents about our school, curriculum and ease the transition to kindergarten. All incoming Turning Five cases are reviewed by the kindergarten team and teachers are given time to plan for incoming IEPs. We also have a day of Kindergarten Orientation at school for the children where their parents are invited to come with them. This helps the students get to know their teachers with the support of their parents and eases the transition to a full day of kindergarten. We incorporate numerous opportunities for SEL professional development for teachers to help identify and support the needs of our youngest learners.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	\$1,371,137.00	x	
Title I, School Improvement 1003(a)	Federal	\$104,449.00	x	
Title II, Part A	Federal	\$108,055.00	x	
Title III, Part A	Federal	\$45,982.00	x	
Title III, Immigrant	Federal	\$8,610.00	x	
Title IV, Part A	Federal	\$25,831.00	x	
Tax Levy (Fair Student Funding)	Local	\$9,363,888.00	X	

Explanation/Background

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

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

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

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

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

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

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

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

- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

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Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Mosholu Montefiore Community Center	School Community	Enrichment	Collaborative Leadership

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school’s annual goals.</p>	<p>The CBO will have full time workers join a variety of committees within the school community to ensure that all school needs are met whether it be extended day programming or in school support that can strengthen the community participation and introduce a deeper sense of alliance between our staff, families, and students.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students’ holistic development.</p>	<p>The Community School Director will work collaboratively with the P.S. 86 Administrative Team by attending weekly Cabinet meetings and communicating regularly with the principal, assistant principals, supervisors and coaches. The CBO has a plan of action of observed needs based on the 2021-2022 school year. Families will be encouraged to take part in all types of engagement. We will be using our collected data based on the previous year to continue to service the population, increase resource awareness and give surveys to identify households' specific needs. The CBO will then bring in services or alter them to meet those concrete necessities.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>The CBO will ensure that a social worker is assigned to collaborate with the school's administrative team and work side-by-side with the Community School Director. The CBO already has in place a wellness department that identifies specific needs and addresses health, wellness and social emotional growth through its programs. The CBO also partners with other organizations for mental health referrals. As a full service agency, the CBO is prepared to meet the needs of all community members whether it be academic or mental health.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>As part of the collaborative relationship between the CBO and the P.S. 86 Administrative Team, we will ensure that meetings are held weekly to analyze data and share resources and best practices for addressing any gaps that exist. Through incentives like extended day programs and parent workshops on the need of attending school and eliminating the learning gap, we will explore opportunities to engage students and families as partners in education. The school's Attendance Team will identify and address chronic absenteeism and the CSD will serve as a member on this team. With weekly meetings and the creation of SMART goals, the community school will overcome chronic absenteeism as an ongoing issue and provide resources and support on students' school presence everyday.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School’s systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>The Community School will ensure equity and individualized support with in-school enrichment: Having adequate staffing, resources, and technology. Extended day programming: Offering specialized instructors in subjects of math, English and SEL. Weekend support to provide test prep, academic help, and reading literacy. Summer programming: presenting day camp and instructors that expose the students to different educational environments of outdoor excursions and activities.</p>

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

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

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

- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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