2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	10X091

School Name	P.S. 091 Bronx

Principal	Meridith Struhl Nasjlett

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

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
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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 **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.

- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework** (DTSDE)
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's State Accountability Resource Tool** (StART), for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs.*

ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
    - *What theories or hypotheses explain the current student and school outcomes?*
    - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	P.S. 91

District Borough Number (DBN):	10X091

Grades Served:	K-5

School Address:	2200 Aqueduct Avenue Bronx, NY 10453

Phone Number:	718-584-5805

Fax:	718-584-7495

School Contact Person:	Meridith Nasjletti

School Contact Person Email Address:	Mstruhlnasjlett@schools.nyc.gov

Principal:	Meridith Nasjletti

United Federation of Teachers (UFT) Chapter Leader:	Michele Evans

Parents' Association President:	Sylvia Penalo

SLT Chairperson:	Eli Levine

Title I Parent Advisory Council Chairperson (PAC):	Rashida Radcliffe

Student Representative(s) Middle /High School:	n/a

Student Representative(s) Middle /High School:	n/a

Community Based Organization (CBO) Representative:	n/a

School-Based Students in Temporary Housing (STH) Liaison:	Mario Robles

District Information

Geographic District:	District 10

Superintendent:	Maribel Torres-Hulla

Superintendent's Office Address:	1 Fordham Plaza, Bronx, NY 10458

Superintendent's Email Address:	mhulla@schools.nyc.gov

Phone Number:	718-584-5805

Fax:	718-584-7495

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	
Meridith Nasjletti	Principal or Designee*		
Michele Evans	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Any Martinez	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Miriam Prieto	District Council 37 (DC 37) Representative (staff), if applicable		
Claudia Santana	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Zaida Cosme	Member UFT		
Erica De La Rosa	Member/UFT		
Emanuel Cruz	Member/Parent		
Gladys Cabrera	Member/Parent (Treasurer)		
Haile Rivera	Member/Parent		
Enedina Bravo	Member/Parent		
	Member		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

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

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	School in Good Standing

Provide your school's mission statement:	We will provide a well-rounded education by: Supporting our staff with culturally responsive strategies and our students with positive behavioral and academic interventions to increase student outcomes. Ensuring successful teacher practice with collaborative planning, interventions, coach support, and ensuring effective school leadership by employing distributive leadership. Leveraging resources through professional development to support teachers in implementing rigorous instruction and culturally responsive practice. Communicating more effectively with all constituents to create strong staff, family and community ties.

	P.S. 91 is a Performing Arts elementary school in the University Heights section of the Bronx serving 395 students in grades K-5. We currently have 176 (45%) ENL students and 102 (26%) special education students. PS 91 is presently a school in good standing in terms of NYSED accountability. We have General Education, Special Education (ICT and Self-Contained), English as a New Language (ENL), and Bilingual classroom settings. We also offer services that include ENL support, counseling, SETSS, occupational therapy, physical therapy, as well as mono- and bilingual speech therapy. Student attendance is 90%. Meridith Nasjletti has been principal at this school for 13 years. SPECIAL INITIATIVES: ARTS & SCIENCES: We are very proud of our ever-growing Arts program. We offer classes in visual and performing arts, including music, art, theater, and dance. Our music teacher organizes concerts in the Winter and Spring that are enjoyed by the entire school community, including parents and elected officials. Our music program includes Select Choir. Our Arts program is also supported by outside partnerships including Jazz at Lincoln Center, Rosie's Theater Kids, Community Word Project, Education Through Music and Material for the Arts. These art programs have had a positive impact on parental involvement. In addition to the Arts, we offer a Stem program for 4th and 5th graders, which will continue during the 2022-2023 school year. It has been proven that arts education has a significant impact on strengthening literacy, math and social-emotional skills. For the many different learning styles among our students, music and arts education provides them with multiple entry points and a chance for students to build confidence which leads to academic achievement. PBIS: We are excited to share our school-wide Positive Behavior Interventions and Support (PBIS) program. We are continuing to use our successful Social Emotional Learning Center (SELC) to support a shift to a more positive discipline structure. In the SELC, you will witness Restorative Circles, Trauma-Informed Crisis De-escalation, Ruler, and stress reduction techniques with the addition of our partnership with Brain Power. Brainpower will expose students, staff and parents to mindfulness practice, including yoga, brain breaks and meditation. For the second year, we are using Class DOJO points school-wide to promote positive behavior in the classroom and at recess. Once a month, students are invited to the DOJO store to use the hard-earned points to choose a prize. School aides, administration and enrichment teachers are all involved in the use of Class DOJO points. Students are expected to meet school wide behavioral expectations. Each class's schedule also integrates the Responsive Classroom practices during TIGER HUB, which include Morning Meeting, Quiet Time, and Closing Circle. We expanded our PBIS program by introducing the RULER program, an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. Safety: In order to reduce the number of incidents in OORS, we have begun working with a recess coach from Asphalt Green. The coach supports our gym teachers and school aides twice a week during recess and physical education classes in order to engage students in organized play. Professional Learning: This is the 4th year we have organized our Monday/Wednesday morning PD sessions around Professional Learning Cycles (PLCs). This structure allows us to differentiate professional development according to the needs of our teachers and students. It also provides opportunities for teacher choice and vertical alignment. All staff members who attend professional development outside of the building are required to turnkey their learning. 2022-2023 marks our third year of ED CAMP, where staff members share best practices with colleagues, which develop through their professional learning. During weekly team meetings, teachers are able to share students' strengths and weaknesses with their grade team members, as well as come up with next steps and share best practices with one another. Teachers also engage in collaborative inquiry using the PDSA cycle, a protocol that helps to improve their practice and gear instruction to meet each student's need. Athletics: We are very proud to say that the PS 91 Tigers are two-time After-School Athletic Program (ASAP) District 10 COED Champions! The basketball games have helped to improve our school's culture, helped support the personal behaviors that will help our students be college and career ready, as well as provide additional opportunities for parent engagement. We achieved All-Star status through the Move-to-Improve program, a free classroom based physical activity program that helps elementary school teachers enhance their lessons with activities that get students moving. We have added a brand new yoga room and yoga/mindfulness classes to improve physical and mental wellness. In 2022-23, we started an after-school partnership with Uptown Soccer, who work with 2nd-5th grade students, as well as kids in the community. We also started an after-school basketball team for 4th and 5th grade students. STRATEGIC COLLABORATIONS AND PARTNERSHIPS We have many partnerships that enhance our school program. Through our collaboration with Education Through Music (ETM), we hired one certified music teacher who ensures that students receive quality music instruction. ETM follows a skills-based, comprehensive, and sequential curriculum that is aligned with the State and National Arts Learning Standards and the Next Generation Learning Standards. Additionally, our partnership with ETM provides afterschool programs including a chorus for grades 4 and 5. This initiative has been largely supported by our partnership with City Councilwoman Sanchez. In 2022-23, we are beginning a partnership with Chess in Schools, to promote higher order thinking and problem-solving. Jazz at Lincoln Center is an in-school concert series, teaching students about the history of Jazz music, such as Let Freedom Swing and conversations on Jazz and Democracy. Jazz for Young People on Tour, brings outstanding jazz artists and performances to NYC and metropolitan area schools. This year we will continue our partnership with Materials for the Arts. The residency program brings MFTA to our school to enhance curricula in social studies, science, language arts and social emotional learning. Teaching artists lead workshops in reuse and project-based learning that are aligned to the curriculum and Next Generation standards. MFTA works with grades K-5 to integrate art into their culminating task. Our partnerships with Manhattan, Fordham, and Monroe Colleges have brought over a dozen college students enrolled in education programs into our classrooms to work directly with our teaching staff and to provide additional support to both teachers and students. Our attendance team holds weekly meetings to help meet our Attendance Goal of decreasing our chronic absenteeism from 51% to 41%. We hold monthly attendance celebrations for perfect attendance and students receive certificates and a treat at lunch. Students with perfect attendance for the year will be rewarded in June. Our continuing partnerships with our local supermarkets, World Vision, Good Shepherd, NYC Meals on Wheels, the Jewish Board, New York Psychotherapy and Counseling Center have graciously donated essentials, counseling, and food for our most needy families throughout the school year including Winter, Spring and Summer vacations. This year we are collaborating with a former PS 91 ELL student, Dr. Jahangir Rahman, who is also an assistant clinical professor of medicine at Columbia University in NYC.
Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	

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	Arriba for Bilingual Classes
ELA	K-5	i-Ready	
Math	K-5	Eureka Math 2	Eureka Math 2 in Spanish for bilingual classes
Math	K-5	i-Ready	i-Ready math assessment and lessons available in Spanish for bilingual students

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)
Strengthen teacher practice and achieve student progress in Tier 1 phonics skills (vowel patterns, syllabication, consonant patterns, word endings, r-controlled vowels, suffixes, prefixes, etc) for K-5 students, including ENL students and Students with Disabilities.	According to the 2021-2022 Spring i-Ready Reading data, 30% of students performed 2 or more grade levels below in phonics, 25% of students are one grade level below in phonics, and 45% of students are on or above grade level in phonics. According to the 2020-2021 Spring i-Ready Reading Data, 33% of students performed 2 or more grade levels below in phonics, 22% of students are one grade level below in phonics and 45% of students are on or above grade level in phonics. According to the 2019-2020 Spring i-Ready Reading data, 36% of students performed 2 or more grade levels in phonics, 17% are one grade level below and 46% of students are on or above grade level in phonics. Historically, each of the past 3 years have ended with about 45% of students on or above grade level in phonics.	The root causes of the significant amount of students below grade level in phonics are: *lack of explicit and systematic phonics instruction and early literacy skills in K-5 curriculum *effects of the pandemic and an inconsistent school schedule due to remote learning *inconsistent staff and student attendance *lack of school-wide protocols and instructional routines used in past ELA program *insufficient content and pedagogical knowledge surrounding phonological awareness and phonics instruction for some teachers *insufficient use of progress monitoring to inform class and school-wide decisions.

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	10%	By June 2023, 10X091 will see a 16% decrease in levels 1 and 2 proficiency levels, from 81% to 65%, as measured by the 2023 NYS ELA Exam.
Students with Disabilities		By June 2023, 10X091 student with disabilities will see an 8% decrease in levels 1 and 2 proficiency levels, from 96% to 88%, as measured by the 2023 NYS ELA Exam.
English Language Learners		By June 2023, 10X091 ENL students will see a 12% decrease in levels 1 and 2 proficiency levels, from 92% to 80%, as measured by the 2023 NYS ELA Exam.

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 28, 2022			
I-Ready ELA Diagnostic	Levels 1s and 2s on i-Ready baseline diagnostic	i-Ready fall diagnostic	55% Levels 1s and 2s in phonics	47% Levels 1s and 2s in phonics	39% Levels 1s and 2s in phonics
i-Ready Reading Diagnostic	Levels 1s and 2s on i-Ready endline diagnostic	80% levels 1s and 2s on i-ready Spring diagnostic	77	74	70
i-Ready Reading Diagnostic	Levels 1s and 2s on i-Ready baseline diagnostic	87% levels 1s and 2s on spring diagnostic	84%	80%	77%

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. <u>Note:</u> 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?)
09/12/2022	01/03/2023	Adopt a new core reading program (Into Reading and Arriba) and utilize the foundational skills lessons in grades 3-5 to address the phonics gap.
09/13/2022	01/03/2023	Implementing an explicit and systematic phonics program (Fundations and Estrellitas) for K-2 Tier 1 students.
09/13/2022	01/03/2023	Using frequent formative assessment data and progress monitoring (i-Ready, mClass, Fundations K-2, Into Reading, etc.) to determine adaptations to unit plans and to identify students who require modifications to the delivery of instruction.
09/13/2022	01/03/2023	Coaches and consultants will provide teachers with ongoing professional development on the effective, strategic use of explicit and systematic instruction to strengthen our Tier 1 phonics instruction.
11/10/2022	01/03/2023	To address our students in need of Tier 2 and Tier 3 phonics intervention, Double Dose Fundations and Spire will be implemented in small groups.
09/13/2022	10/18/2022	Coaches and consultants will provide teachers with professional development on progress monitoring to track and monitor progress of Tier 1 students.
09/16/2022	09/30/2022	Instructional Leadership Team will complete the early literacy self-assessment phonics component of the checklist.
10/03/2022	11/01/2022	Instructional Leadership Team will modify and adopt the phonics component of the early literacy checklist to roll out for implementation school-wide.
09/19/2022	10/03/2022	Literacy Collaborative partners will introduce ELA Next Generation standards to the staff during 4 PD sessions.
10/03/2022	12/23/2022	After-school program will include research-based phonics lessons taught in developmentally appropriate small groups.

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	04/08/2022	Coaches and consultants will continue to provide teachers with one on one professional development on the effective, strategic use of explicit and systematic instruction as a complement to strong Tier 1 core instruction.
02/01/2022	04/22/2022	Using frequent formative assessment data and progress monitoring (running records, i-Ready, mClass, etc.) in order to determine adaptations to unit plans and to identify students who require modifications to the delivery of instruction.
02/01/2022	06/25/2022	Ensuring teachers participate in PL opportunities that address culturally sensitive ways in which to select and add to curriculum so that it validates the identities and interests of ELLs, MLLs and black and brown students.
03/07/2022	03/31/2022	Teacher teams will engage in classroom visits, using a school-wide protocol and rubric as a framework, to norm highly effective expectations and practices in phonics.
02/01/2022	05/27/2022	Provide after-school support to students in levels 1 and 2 based on mClass, past ELA scores, F&P scores, and teacher classroom data.
02/01/2022	06/25/2022	Create data based small group intervention using Fundations, Sounds Sensible and Spire programs.

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)
07/13/2022	06/27/2023	Parent Workshop Topics will include: *Understanding My Child's i-Ready Level *ENL Classes for Parents *Foundational Skills for Early Literacy PD *Phonics Workshops *Introduction to Fundations *Phonics for 3-5 Parents *World Read Aloud Day Celebration *Understanding Literacy Data (reading levels, mClass, i-Ready) *5 Pillars of Reading/The Science of Reading *Literacy MTSS Programs *Understanding the NYS ELA Exam	Parent coordinator and instructional coaches will provide parent workshops based on literacy standards and skills.

Human Resources	Parent Coordinator, Instructional Coaches, Classroom Teachers, STH Coordinator, STH Social Worker,
Instructional Resources	i-Ready, Acadience Assessment, Fundations Unit Assessments, Into Reading Foundational Skills Assessments, NYS ELA exam, mClass assessment data
Schedule Adjustments	plan monthly parent workshops on school calendar
Other Resources Needed	Communication apps, Sonar Cloud, fliers, Google Classroom Announcements

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthen teacher practice and achieve student progress in Tier 1 number and operation skills for K-5 students, including ENL students and Students with Disabilities.	According to the 2021-2022 Spring i-Ready Math data, 21% of students performed below grade level in number and operations, 50% of students are approaching grade level in number and operations, and 30% of students are on or above grade level in number and operations. According to the 2020-2021 Spring i-Ready Math data, 25% of students performed below grade level in number and operations, 38% are approaching grade level in number and operations, and 37% are on or above grade level in number and operations. According to the 2019-2020 Spring i-Ready Math data, 26% of students performed below grade level in number and operations, 39% are approaching grade level in number and operations, and 35% are on or above grade level in number and operations.	The root causes of the significant amount of students below grade level in Number and Operations are: *inconsistent school-wide protocols and practices *effects of the pandemic and an inconsistent school schedule due to remote learning *inconsistent staff and student attendance due to quarantines *insufficient content and pedagogical knowledge surrounding math instruction for some teachers *some students struggle with the conceptual understanding of the value of a digit in a number. *lack of focus on mastering math fact fluency *staff organization changes to new grades this year

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	2%	By June, 2023, 10X091 will see a 9% decrease, from 84% to 75% for all students in grades 3-5 performing on levels 1s and 2s, as measured by the NYS Math exam.
Students with Disabilities	34.6	By June, 2023, 10X091 will see a 9% decrease , from 94% to 85% for students with disabilities in grades 3-5 performing on levels 1s and 2s, as measured by the NYS Math exam.
English Language Learners	32.2	By June, 2023, 10X091 will see an 9% decrease , from 93% to 84% for ENL students in grades 3-5 performing on levels 1s and 2s, as measured by the NYS Math exam.

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)
		May 2022			
I-Ready Math Diagnostic	Levels 1 and 2 on i-Ready math diagnostic	83%	80%	76%	73%
i-Ready Math Diagnostic	Levels 1 and 2 on Spring diagnostic	89% levels 1s and 2s on i-Ready spring diagnostic	86%	83%	79%
i-Ready Math Diagnostic	Levels 1 and 2 on spring math diagnostic	96% Levels 1s and 2s	94%	90%	86%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	10/14/2022	Coaches will provide teachers with professional development on the effective, strategic use of explicit and systematic instruction as a complement to strong core instruction.
10/17/2022	12/23/2022	Tracking student progress and implementing differentiated lessons based on i-Ready, specifically focusing on data around numbers and operations.
10/03/2022	11/24/2022	Grade teams will align the Eureka Math Squared program to the Next Generation Learning Standards.
10/10/2022	01/04/2023	School teams comprised by all math (including bilingual math, when applicable) and ENL teachers will meet to select teaching routines that facilitate oral discourse and scaffold tasks to support ELL students during Math instruction.
08/15/2022	01/04/2023	Revising formative and summative assessments based on curriculum revisions and Next Generation standards.
11/07/2022	01/04/2023	Utilizing a professional cycle of inter-visitations among teachers to see instruction, modifications, instructional routines and small groups during math lessons.
09/12/2022	01/04/2023	Implement a revised math program to better meet the needs of our students (Eureka Math2), with a focus on instructional routines, procedures and strategies around number and operations.
09/15/2022	09/23/2022	Coaches will work with district math lead to fully understand the 8 standards for mathematical practice.
10/10/2022	11/14/2022	Coaches will turnkey information from the Next Gen Learning standards about the 8 Standards for Mathematical Practice to K-5 grade teams during common planning meetings.
10/03/2022	12/23/2022	

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	03/31/2023	School teams comprised by all math (including bilingual math, when applicable) and ENL teachers will meet to select teaching routines that facilitate scaffolded tasks to support ELL students during Math instruction
02/01/2022	04/12/2023	Create data-based small groups to provide intervention and prepare students for the NYS Math Exam.
02/01/2022	06/02/2023	Provide after-school support to students in levels 1 and 2, specially around number and operations based on most updated i-ready diagnostic and lesson data.
02/01/2022	06/02/2023	Implement STEM instruction and enrichment to 4th and 5th grade students who are on or above grade level.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/10/2021	06/25/2022	Providing Parent Workshops such as: *Understanding the Eureka Curriculum during Back to School Night *Scope and Sequence of Math Concepts for each grade *Solving Word Problems *How to Use Math Manipulatives at Home *Math Resources for Parents *Getting your Student ready for the NYS Math Exam	Parent coordinator, instructional coaches and/or teachers will provide parent workshops on skills and strategies to help students in all grade levels succeed in math.
10/10/2021	06/25/2022	*Students will reflect and share what they have learned. *Parents will be encouraged to try out the math problems.	Hold Classroom Math Celebrations/Fairs with parents to celebrate semester learning (fall and spring).

Human Resources	Parent Coordinator, Instructional Coaches, Classroom Teachers, Replications CBO (STEM activities), STH Coordinator/STH Social Worker
Instructional Resources	i-Ready, Eureka Curriculum, MAP Growth data, STEM activities, NYS Math Learning Standards
Schedule Adjustments	create a monthly date and time for parent workshops,
Other Resources Needed	Parent Communication apps, Fliers, Sonar Cloud/Google Classroom notices,

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students struggle to understand and complete specific goal-directed behaviors. Teachers will help students identify and understand specific ways they can develop effective goal-directed behavior skills that support their growth and confidence.	Based on 2022 DESSA post assessment, 14% of students are in need of further instruction in how to complete goal-directed tasks.	*Teachers did not prioritize teaching goal-directed behaviors this year. *

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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
Equity & Student Voice	15% of 10x091 students are in need of further instruction in displaying goal-directed behavior.	By June 2023, the percentage of students in need of further instruction in displaying goal-directed behavior will decrease from 14% to 10%, as measured by the DESSA SEL screener, resulting in improved Equity & Student Voice.

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)
		May 2022			
DESSA Screener	Students' scores indicating further instruction is needed in Goal-Directed Behavior	14%	11%	8%	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. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/13/2022	01/30/2023	Provide professional development to teachers and staff about skills and strategies to recognize adverse student behavior and the various causes for it.
09/13/2022	01/30/2023	Develop school-wide strategies and structures to assist students in developing SEL goals.
09/13/2022	01/30/2023	Have daily check-ins with students to monitor progress towards their SEL goals.
09/13/2022	01/30/2023	Provide teachers with resources (activities, read-alouds, teacher models, etc.) to assist students in creating goals.
09/13/2022	01/30/2023	Continue SEL lessons, especially related to SEL goals, during Tiger Hub (SEL block).
09/13/2022	01/30/2023	Relate SEL goals to students having academic goals in ELA and Math.
09/13/2022	01/30/2023	Continue to provide professional development regarding the DESSA competencies, especially goal-directed behavior.

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. <u>Note:</u> Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/27/2022	Have students do a mid-year check in to see if they have reached their goals. If not, have them create a new plan to reach their goal.
02/01/2022	06/27/2022	Reflect and revise school-wide strategies and structures to assist students in reaching their goal directed behaviors.
02/01/2022	06/27/2022	Continue to provide opportunities and sample activities for teachers to get to know their students well throughout the school day/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)
09/15/2021	06/27/2022	Hold parent workshops about the importance of Social Emotional Learning, including: *What is the Mood Meter? *What do we do during Tiger Hub? *What is goal-directed behavior? *What is Brain Power?	Brain Power CBO

Human Resources	Administration, Guidance Counselor, Social Worker, STH Coordinator, STH Social Worker, Teachers, Parents, Paras, School Staff
Instructional Resources	RULER information, Brain Power Handbook, Responsive Classroom Resources, DESSA resources
Schedule Adjustments	Enter workshop dates in the school calendar, DESSA assessments
Other Resources Needed	fliers, Sonar Cloud, Google Classroom announcements, Communication Apps

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Decrease chronic absenteeism to promote student attendance and achievement.	During the 2021-2022 school year, chronic absenteeism was at 51%.	-Due to the pandemic -37% of our student population in temporary housing. -COVID protocols - student travel during December, February and April vacations -no option to go remote when a student tested positive for COVID. They were provided with a packet but still marked absent.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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	30%	By June 2023, Chronic Absenteeism for All Students will Decrease 10%, from 51% to 41%, as measured by Chronic Absenteeism Rate on the New Vision/Heat Map.

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			
New Visions Tool	Chronic Absenteeism Data	51%	46%	44%	41%

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?)
09/22/2022	01/03/2023	Differentiating activities and supports to target students who are chronically absent and refer students and families to additional services when needed, such as counseling and other outside agencies.
09/22/2022	01/03/2023	Providing personalized supports to students who are chronically absent.
09/22/2022	01/03/2023	Support staff will reach out to parents to support chronically absent students by phone, in addition to increased home visits.
09/22/2022	01/03/2023	Provide tech support to families on a daily basis to assist with homework.
09/22/2022	01/03/2023	Staff will utilize New Vision Heat Map to track and monitor students attendance.
09/22/2022	01/03/2023	Attendance team will meet on a weekly basis to discuss students who are chronically absent and provide supports needed for families.
09/22/2022	01/03/2023	Ongoing communication with parents from teachers, attendance team members, and guidance counselors, as well as home visits conducted by our Family Worker, STH Coordinator and/or District attendance teacher.
09/22/2022	01/03/2023	Rewards for perfect attendance each month at monthly award ceremonies.
09/22/2022	01/03/2023	DOJO points awarded for students with perfect attendance to be spent at the DOJO store.
09/06/2022	01/03/2023	Use of the new system (DOE Grades, Attendance and Messaging) to robocall parents of absent students.
09/06/2022	01/03/2023	Every student will be provided with a tablet to complete assignments if they are not in attendance at school.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/27/2023	Differentiating activities and supports to target students who are chronically absent and refer students and families to additional services when needed, such as counseling and other outside agencies.
02/01/2022	06/27/2023	Providing personalized supports to students who are chronically absent.
02/01/2022	06/27/2023	Support staff will reach out to parents to support chronically absent students.
02/01/2022	06/27/2023	Provide tech support to families on a daily basis to assist with homework.
02/01/2022	06/27/2023	Staff will utilize New Vision Heat Map to track and monitor students attendance.
02/01/2022	06/27/2023	Attendance team will meet on a weekly basis to discuss students who are chronically absent and provide supports needed for families.
02/01/2022	06/27/2023	Ongoing communication with parents from teachers, attendance team members, and guidance counselors, as well as home visits conducted by our Family Worker, STH Coordinator and/or District attendance teacher.

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)
07/01/2022	06/27/2023	Provide in-school tech support to families to assist with workshops such as: *How to Use your Child's Device? *Getting Started with Google Classroom *How to Create and Navigate a NYCSA account. *Town Hall Meetings	Parent Coordinator, Tech Facilitator
09/05/2022	06/27/2023	Celebrations to Combat Chronic Absenteeism: *Monthly Perfect Attendance Awards *Ice Cream Party *Raffle for a new bike or Xbox *Most Improved Attendance Breakfast with Ceremony	Parent Coordinator, Replications, Administration,
09/05/2022	06/27/2023	Monthly workshops to remind parents about attendance and provide updates about attendance.	Parent Coordinator
10/05/2022	06/27/2023	Monthly parent newsletter with section about overall school attendance.	Parent Coordinator

Human Resources	parent coordinator, tech support, teachers, staff, coaches, Replications
Instructional Resources	Website Announcements and Information about Importance of Attendance
Schedule Adjustments	Plan parent workshops and celebrations and add to school calendar
Other Resources Needed	fliers, web announcements, Google Classroom posts, perfect attendance awards, Sonar Cloud, Perfect Attendance incentives (bikes, X-box, trips, etc.)

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)
Increase the number of students participating in an inclusive learning environment to increase access to the general education curriculum with their general education peers.	As of September 2021, 10X091 had 54% of special education students recommended for a 12:1:1 setting. As of May 2022, 9% of the special education students recommended for a 12:1:1 setting were recommended for a least restrictive setting (ICT).	Historically, students in self-contained classes perform lower than students with access to their general education peers throughout the day.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying 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
Students recommended for a 12:1:1 placement.	9%	By June, 2023, to strengthen the quality and implementation of IEPs for special education students, we will continue to increase the number of students participating in an inclusive learning environment to provide an equitable opportunity to the general education curriculum with their non-disabled peers by moving an additional 8% to LRE, as measured by Program Service Report and School Assessment Team LRE Data.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		Spring 2022			
Least Restrictive Environment Progress Report	Percentage of students moved to LRE	45% recommended for 12:1:1 in May 2022	2%	3%	3%

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. <u>Note:</u> 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?)
09/12/2022	01/03/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.	Conduct ongoing SIT team meetings to review IEPs and student data, in addition to identifying individual student needs which will result in appropriate least restrictive settings.
09/12/2022	01/03/2023	Develop a common understanding of what warrants a least restrictive setting.	Provide ongoing professional development and training to teachers on how to understand the benefits of least restrictive settings.
09/12/2022	01/03/2023	Ensure that programs and services mandated on each student's IEP are delivered.	Work with pupil accounting secretary to ensure appropriate programming and continuously review STARS/SESIS alignment reports.
09/09/2022	01/03/2023	Conduct IEP meetings within specified compliance dates	Special education coordinator coordinates with parents, teachers and related service providers to ensure timely completion of IEP meetings and related documents.
09/09/2022	01/03/2023	Develop the quality of IEP writing to support program recommendation.	Provide ongoing professional development and review of PLOPs to ensure alignment of recommended programming services.
09/09/2022	01/03/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Special assessment team reviews referral with parent within 10 days of receipt.
10/01/2022	01/03/2023	The need is to prevent students of concern from going unnoticed and unsupported.	MTSS team will hold child study team meetings to discuss students of concern in general education classes. The team will create a plan of action to support the child, therefore preventing referral to special education services.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	06/25/2023	Host Parent Workshops on Topics Including: *Autism Workshop *Understanding Your Child's School Setting *Understanding Your Child's Disability *T5 Orientation *Tier 2/3 ELA Parent Workshop- SPIRE and Sounds Sensible	District Support

Human Resources	Special Education Coordinator, Family Worker, School Psychologist, Parent Coordinator, Administration, Related Service Providers
Instructional Resources	IEPs, DSM-5 Manual for Disabilities, PRIM, BIM, LIM, Tier 3 Reading Intervention Programs (Spire, Sounds Sensible)
Schedule Adjustments	Enter dates on the calendar for workshops
Other Resources Needed	fliers, Sonar Cloud, Communication apps, Google Classroom posts, Parent Contact Information

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)
i-Ready Tier 2	Teacher referral due to student not meeting standards; child went through Tier 1 RTI process	Research, Standard- and Skill-Based ELA and Math Program	Assign targeted lessons to be completed one to one based on diagnostic data and classroom assessment data.	During School	Yes
Spire Tier 2/3	Tier 2: Classroom Teacher referral due to student not meeting standards; child went through Tier 1 RTI process. (6 weeks) Tier 3: RTI Provider referral due to students not meeting RTI goals through Tier 2 process.	ELA Intensive, Research-Based Decoding, Comprehension, Writing, and Vocabulary Intervention Program	Small group (T2) or one to one (T3)	During the school day	No
Explode the Code Tier 2	Teacher referral due to student not meeting standards; child went through Tier 1 RTI process	Research-based ELA program focusing on phonics, decoding, spelling, fluency and sight words	mall Group (T2) or one to one (T3)	During the school day	No
Leveled Literacy Intervention (Tier 2)	Teacher referral due to student not meeting standards; child went through Tier 1 RTI process	Research-based guided reading program for struggling readers with phonics, comprehension and writing components.	Small Groups	During School	No
Headsprout Tier 2/Tier 3	Teacher referral due to student not meeting standards; child went through Tier 1 RTI process	Research-based ELA program focusing on phonemic awareness, phonics and decoding.	One to One with computer	During School	Yes
Targeted After-School ELA/MAth Program Tier 2	Teacher referral based on assessment data and student not meeting standards.	Reteaching, modeling, explicit instruction, SDI	Small Group	After School	No
Fundations Tier 2	scores on mClass and Fundations unit assessments	Fundations Double Dose	small group	During the school day	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)
Counselor/Social Worker on Call	Tier 1 behavioral supports are insufficient; a child needs more support. Staff Referral, Parent Request	Identification of Antecedent, Displayed Behavior and creating an individ in order to utilize plan of action to prevent future incidents To teach coping mechanisms in order to develop prosocial behaviors that benefit society as a whole (building community in classroom and school wide) Tier 2: Classroom individualized behavior plan Tier 3: Guidance individualized behavior plan SAT Collaboration With Student's Therapist And/Or Mental Health Provider	Small Group or One to One	During School Day	No
SELC Tier 1/2/3	Tier 1 behavioral supports are insufficient: a child needs more support. Staff Referral, Parent Request	Restorative Circle Practices (small group) 1:1 with guidance and or social worker Parent Partnership conference (share strategies to help at home)	Small Group or One to One	During School Day as needed	No
After-School with Guidance Tier 2/Tier 3	Tier 1 behavioral supports are insufficient; a child needs more support.	Role-playing, Goal-setting, Team-Building Remediation Family Relationships Middle School Preparedness Community outreach/ support	Small Group Or 1:1	After-School	No
2022-2023 Art After-School	Trauma-informed art therapy offered to students	Art Expression	Small Group	After School	No
Parent Communication Tier 2/3	Ongoing parental contact throughout all tiers	Communicate plan to parents, Recommend suggestions, Provide support and resources. Parent coordinator consistently communicates with the school guidance counselor and social worker about individual student needs. Workshops for Parents	One to One	Anytime	Yes- through apps, platforms, phone calls, etc.
FBA and Individual Behavior Plans (BIP) Tier 3	Teacher and Counselor Referral to School Assessment Team	Begin FBA Process with 10 observations by SW and/or school psychologist to determine if student needs BIP, Create Behavioral Intervention Plan with individualized interventions for high-risk behaviors, Track student's behavior until the behavior is diminished SAT Collaboration With Student's Physician And/Or Mental Health Provider	One to One	During School	No
Brain Power Mindfulness Tier 2	Based on teacher observation, Mood Meter Reflection (Blue or Red)	Restorative Approach to Behavior	Small Group or One to One	During School	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. 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.	We have 140 students in temporary housing.
Describe the services you are planning to provide to the STH population.	We have two people on staff, the Bridging the Gap Social Worker and the Community Coordinator, to provide services to students in temporary housing. During the 2021-2022 school year, we will begin a food pantry in the school building, along with a community closet with hygiene products, clothes/school uniforms, PPE, and shoes. There are special after-school programs to meet the needs of these students as well. In addition, the social worker and coordinator connect parents with community-based organizations as needed for resources, such as immigration needs, housing and food assistance, and job training. The Community Coordinator provides in-school tech support to students and families in need. He is a part of the attendance team. During the 2019-2020 school year, we began a morning program to boost attendance. This program encouraged students to come to school every day and on time. They would play games and activities in the school gym, as well as socialize with one another. The Community Coordinator also makes wellness home visits to the shelters in the area to make sure our students are doing well and are being treated fairly. While participating in these visits, the social worker and coordinator also offer on the spot tech support and deliver food and necessities. The school values inclusivity and the opportunity for students to share how they are feeling with one another. The community coordinator holds lunch-time programs for K-5 students to offer social-emotional support to students in need. Students voluntarily go to the coordinator's room to talk with other students and engage in organized conversation and activities. The school also covers academic trips for students in temporary housing to ensure equity in all activities. The Bridging the Gap Social Worker and Community Coordinator collaborate with the school guidance counselor to offer parent workshops on various topics such as Mental Health, Obtaining Permanent Housing, Physical Wellness, and 5th Grade Middle School Applications and Orientation. The STH social worker and coordinator collaborate with the ENL teacher to encourage parents to attend ESL adult parent workshops to aid in their learning of the English language. They convey the importance of learning English in order to help their children with their academic learning and increase their ability to have conversations in English. They also assist with translations during parent teacher conferences, after-school parent engagement time meetings, and any parent/teacher meeting.

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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

PS 91 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 91 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:	91

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	Meridith Nasjletti
Assistant Principal	Rebecca Odessey
Coach	Kimberlee Carlock
Coach	Vanessa Portal
English as a New Language (ENL)	Danilda Reynoso-Trimboli
English as a New Language (ENL)	Evelyn Alardo
English as a New Language (ENL)	Carol Pincus
Coach/TBE	Nancy Pacheco
Parent	Any Martinez
Parent Coordinator	Francis Marine

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	438
Total number of current ELLs at your school:	211
Total percentage (%) of current ELLs at your school:	49.2%
Total number of former ELLs at your school:	7
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	GE	Spanish	2010 or earlier	1	1	1	1	1	1	0	0	0	0	0	0	0	6
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 1	total: 1	total: 1	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	Yes

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**.

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]). Stand-alone English as New Language (ENL)	Students in our stand-alone ENL program (i.e., a classroom with a dually-certified common branch/TESOL teacher) receive Stand-alone instruction in a small group of ELLs of mixed proficiency levels (i.e., Entering and Emerging). Since these students are in the same class, they are typically in the same grade level, with the occasional exception of a 'bridge' class (e.g., kindergarten and first-grade ENL bridge class). Students who receive standalone ENL instruction from an out-of-classroom ENL provider are pulled out of their classroom and work in a small group of ELLs of mixed proficiency levels (i.e., Entering and Emerging). These students are typically grouped by grade level, with the occasional exception of ELLs in contiguous grades learning in the same Stand-alone ENL group. Regardless of whether students receive Stand-alone ENL instruction in a stand-alone classroom or by an out-of-classroom ENL teacher, the number of instructional minutes is determined by the mandates set forth in CR Part 154. That is, Entering ELLs receive a minimum of 180 minutes per week of Stand-alone instruction, and Emerging ELLs receive a minimum of 90 minutes per week of Stand-alone instruction. Transitioning ELLs may receive 90 minutes per week of stand-alone instruction to fulfill their "flexible" minutes.
Integrated English as New Language (ENL)	Students in our stand-alone ENL program receive Integrated ENL instruction by their dually-certified teacher according to the number of minutes mandated by CR Part 154. Students who are not in a stand-alone ENL class receive Integrated instruction through the co-teaching of an out-of-classroom ENL teacher and their classroom teacher. In both ENL settings, Integrated ENL instruction is provided as follows: at a minimum, Entering and Emerging students receive 180 minutes per week in the area of ENL/ELA, Transitioning students receive 90 minutes per week in the area of ENL/ELA, and Expanding students receive a minimum of 180 minutes per week in ENL/ELA or another core content area. Commanding ELLs receiving Integrated ENL instruction to fulfill their former ELL service requirements are provided 90 minutes of instruction per week.
Bilingual Education (If applicable) ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program	(1) Students in our TBE program receive Stand-alone and Integrated ENL instruction as per the CR Part 154 instructional minute requirements by proficiency level. Entering ELLs receive 360 minutes of ENL instruction per week: 180 minutes of Stand-alone instruction and 180 minutes of Integrated ENL/ELA instruction. Emerging ELLs receive 360 minutes of ENL instruction per week: 90 minutes per week of Stand-alone instruction, 180 minutes of Integrated ENL/ELA instruction, and 90 additional minutes per week of instruction in either a Stand-alone or Integrated (ENL/core content area) setting. Transitioning ELLs receive a total of 180 minutes per week of Integrated ENL/ELA or other content area instruction. Expanding ELLs receive a total of 180 minutes of ENL instruction per week: 180 minutes of Integrated ENL/ELA or other core content area. Commanding ELLs receiving Integrated ENL instruction to fulfill their former ELL service requirements are provided 90 minutes of instruction per week. (2) N/A – P.S. 91 does not have a Dual Language (DL) program.

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.S. 91 ensures that the mandated number of instructional minutes is provided according to the students' English language proficiency levels in each program model at beginning of each school year through careful planning and organization, as well as programming in STARS Classroom (all ELLs) and STARS Admin (ELLs in the TBE program). First, students are organized into classes by grade level, then according to their parents' choices of ELL programs. Next, the ENL and TBE teachers in the school are assigned to one class (in the case of teachers of stand-alone ENL classes and TBE classes) or multiple classes (in the case of out-of-classroom ENL teachers). Once assigned ELLs, ENL and TBE teachers meet with the ELL Coordinator to create instructional schedules that comply with the mandates of CR part 154, including ENL, ELA, and HLA (in the TBE program). ENL instruction is delivered according to the CR Part 154 instructional minute requirements by proficiency level as outlined in Question 1 of this section. ELA instruction is provided by ELLs' classroom teacher, stand-alone ENL teacher, or TBE teacher. In the TBE setting, students also receive HLA instruction for one class period a week.

3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	In all TBE classes at P.S. 91, the core content areas that are taught bilingually are math and social studies.
How is the students' home language integrated into instruction?	In every TBE class, two content areas – math and social studies – are taught entirely in students' home language of English. Students in TBE classes also receive an instructional period of Home Language Arts (HLA) instruction once per week. In the ENL class periods, TBE teachers integrate students' home language according to student need (e.g., by proficiency level) and encourage students to draw upon their full linguistic repertoires. Such an approach to language learning naturally folds home language instruction into instruction across subject areas and topics.

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	At P.S. 91, the percentage of current ELLs that are Newcomers is 69.2%. The percentage of Newcomers that are SIFE is 0.9%. Effective services for Newcomers regularly incorporate socioemotional supports, encourage students to continue developing their first language (L1), address topics such as school protocols and classroom routines, provide opportunities for students to find personal interests, and pair students up with a buddy who speaks the same L1, if possible. Newcomers typically work in smaller groups as compared to Developing ELLs. Additionally, Newcomers might be paired in heterogeneously with Developing or Former ELLs, who serve as language models for Newcomers.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	There are currently no Long-Term ELLs at P.S. 91. In the event that there is a Long-Term ELL, effective services would include allowing students to complete assignments in alternative ways, identifying foundational skills that may be lacking and providing instruction to address these gaps, providing explicit Tier 2 and Tier 3 vocabulary instruction, and increasing the number of opportunities to produce language, both orally and in writing.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Of all students at P.S. 91, 1.6% are former ELLs. These students receive 90 minutes per week of Integrated ENL instruction in ELA/core content area, which is Option D of the "Alternative Pathways to Support Former ELLs' Language Development and Academic Progress" or 90 minutes per week small-group instruction, which is Option A. Former ELL services are either provided by the classroom teacher in conjunction with an ENL teacher, or by an TESOL-certified teacher.

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?	Our most recent available NYSESLAT data (from 2021) represents a small portion of our ELL population, with only 22 students having participated in the exam due to COVID-related factors. As this sample size is too small for generalizations, we focused our 2019 NYSESLAT data in our assessment analysis. Additionally, we did increase participation in NYS language proficiency assessments with 192 students participating in our special administration of the NYSITELL in the fall of 2021. Out of the K-5 ELL population, Spring 2019 NYSESLAT results (the most recent results with the all ELLs tested) indicated the following distribution of English proficiency levels (rounded the nearest whole percent): 31% Entering, 13% Emerging, 19% Transitioning, 30% Expanding, and 6% Commanding. Therefore, the majority of ELLs at P.S. 91 are at the Entering and Expanding levels. These results indicate that many ELLs are still beginner learners of English as a second language and must be appropriately supported in developing academic language accessing grade-level content. The results also indicate that many learners may be reaching a 'language plateau' preventing them from reaching the Commanding level. In terms of the four language modalities, P.S. 91's ELLs performed best on the Speaking section, with task-takers getting 60% of the total possible points on average. On the Listening and Reading sections respectively, test-takers on average scored 58% and 52% of the total possible points. Finally, on the Writing section, test-takers on average scored 41% of the total possible points. Thus, the modality that requires the most development is Writing. Looking at the modalities by grade level, there are some additional trends that come to light. Students who took the 2019 NYSESLAT in first grade, on average, received only 29% of the total possible points on the Writing section. Students who took the 2019 NYSESLAT in second grade received 74% of total possible points on the Speaking and Listening sections.
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?	Our most recent available NYSESLAT data (from 2021) represents a small portion of our ELL population, with only 22 students having participated in the exam due to COVID-related factors. As this sample size is too small for generalizations, we focused our 2019 NYSESLAT data in our assessment analysis. Additionally, we did increase participation in NYS language proficiency assessments with 192 students participating in our special administration of the NYSITELL in the fall of 2021. The primary relationship between students' performance on the NYSESLAT and the NYS ELA Exam is that students who receive NYSESLAT scores in the Entering, Emerging, Transitioning and Expanding levels received lower scores on the ELA Exam than did their former ELL and never-ELL counterparts. This sort of relationship is also found on the NYS Math Exam: ELLs who score in the Entering, Emerging, Transitioning and Expanding ranges received lower scores on the Math Exam than do their never-ELL and former ELL counterparts. Overall, ELLs at P.S. 91 were significantly outperformed by their never-ELL counterparts on the 2019 ELA and NYS Math Exams, indicating that teachers of ELLs/MLs must adjust their instructional practices to meet the needs of linguistically diverse students.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The attendance level for ELLs at P.S. 91 is 89.6%, which is higher than the overall average attendance rate in NYC (88.8%). However, one risk factor that influences our ELL population is housing status. Specifically, 27.4% of ELLs reside in a shelter or are doubled up with another family, a figure that is significantly higher than NYC's average of 12% of students in temporary housing. Additionally, 94.7% of ELLs come from families in economic need, a figure that is 24.1% higher than the NYC average. These risk factors influence ELLs' achievement in a number of ways, such as limited access to healthcare and healthy food, limited access to educational and extracurricular resources, and creating stressful environments.
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?	The home language of ELLs with the largest representation is Spanish (96%; other languages are represented in less than 1% of our ELL population). We have staff, structures, and processes in place to support communication and learning that values Spanish as a home language. All school-wide communication is available in both English and Spanish. Though Spanish interpretation is always accessible for parent meetings, many of our team meetings, such as SLT, are conducted in Spanish with English interpretation as needed. Our weekly ENL course for caregivers always incorporates home language supports, as well as discussion about the benefits of bilingual education. ENL course content is designed around areas of interest for the caregivers from their countries and/or cultures of origin. In every TBE class, two content areas – math and social studies – are taught entirely in students' home language of English. Students in TBE classes also receive an instructional period of Home Language Arts (HLA) instruction once per week. In the ENL class periods, TBE and ENL teachers integrate students' home language according to student need (e.g., by proficiency level) and encourage students to draw upon their full linguistic repertoires. Such an approach to language learning naturally folds home language instruction into instruction across subject areas and topics.
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)?	The racial classification of ELLs at P.S. 91 is the following: 78% Hispanic or Latinx, 15% Black, 3% Asian, 2% White, 1% Native American. ELLs at P.S. 91 who were not born in the United States were born in: Bangladesh, Dominican Republic, Ecuador, El Salvador, Ghana, Guinea, Honduras, and Sierra Leone. ELLs are being included in the planning of CR-SE through P.S. 91's Instructional Leadership Team (ILT) and grade-level teacher teams. During the ILT and teacher team weekly meetings, the teams address the four principles of CR-SE: (1) welcoming and affirming environment, (2) high expectations and rigorous instruction, (3) inclusive curriculum and assessment, and (4) ongoing professional learning. For example, the teams critically examine the school's curricula for cultural, linguistic and racial inclusivity and representation and make adjustments so that students – including ELLs – are reflected in learning materials and instruction.

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?	Our most recent available NYSESLAT data (from 2021) represents a small portion of our ELL population, with only 22 students having participated in the exam due to COVID-related factors. As this sample size is too small for generalizations, we focused our 2019 NYSESLAT data in our assessment analysis. Additionally, we did increase participation in NYS language proficiency assessments with 192 students participating in our special administration of the NYSITELL in the fall of 2021. When looking at the relationship between the NYSESLAT results of ELLs with IEPs, as compared to ELLs without IEPs, a clear picture emerges. In 2019, 65 ELLs with IEPs took the NYSESLAT, and their scores were distributed as follows: 15% scored at the Entering level, 23% at the Emerging level, 39% at the Transitioning level, 23% at the Expanding level, and 0% at the Commanding level. During the same year, 172 ELLs without IEPs took the NYSESLAT, and their scores were distributed as follows: 19% at the Entering level, 12% at the Emerging level, 14% at the Transitioning level, 36% at the Expanding level, and 20% at the Commanding level. It is evident that ELLs without IEPs are exiting ELL status by receiving a score of Commanding on the NYSESLAT much more frequently than their counterparts with IEPs. It appears that ELLs with IEPs most frequently achieved scores at the Transitioning level, while ELLs without IEPs most frequently achieved scores in the Expanding level, again pointing to an achievement gap between the two groups. One reason behind the difference in scores between ELLs with and without IEPs is the nature of the disabilities themselves. Many ELLs with IEPs at P.S. 91 are classified as having Speech/Language disorders, which slow the rate at which the young learners acquire a second language. In the future, it is crucial that the ENL teachers who teach ELLs with IEPs continue to receive the specialized training they need to support these young language learners with various needs. Regarding the performance of SIFE students, a total of 6 ELL-SIFEs took the 2019 NYSESLAT. All of these ELL-SIFEs are currently in 5th grade, so a comparison with ELLs in 5th grade who are not SIFE has been made. The findings were that 83% of the ELL-SIFEs received a score in the Entering range, and 17% received a score in the Emerging range. By contrast, ELLs who are not SIFE, received scored in the following distribution: 12% received a scored in the Entering range, 2% in the Emerging range, 4% in the Transitioning range, 5% in the Expanding range, and 6% in the Commanding range. This demonstrates that, while both groups had the highest percentage of scores within the Entering range, the latter group had a greater spread of scores, including ones at the Transitioning, Expanding and Commanding levels. The ELL-SIFEs, however, achieved scores only in the Entering and Emerging ranges, indicating that they are performing at levels below their non-SIFE counterparts. One reason for such differences is that ELL-SIFEs have gaps in their foundational reading skills, which makes the reading-to-learn process that takes place in upper-elementary grades quite difficult. It is essential that, moving forward, teachers of ELLs in grades 3-5 continue to receive training for meeting the needs of ELLs with interrupted formal education.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	To provide ELLs with rigorous, culturally responsive instruction, our Instructional Leadership Team focuses on implementing a strong Response to Intervention (RtI) model. Our ILT membership includes ML/ELL leadership, such as an administrator (ENL certified), coach (Universal Literacy/bilingual education), and teacher (ENL/common branch certified). We aim for prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed. The NYCDOE RtI model that we use for instructional design is based on three tiers of instruction and intervention support. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

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.	Core Content: English Language Arts (ELA) During the 2022-23 school year, P.S. 91 will deliver ELA content using Into Reading curricula in both the ENL and TBE programs. The curricula was reviewed by teachers who piloted the curriculum this year, using the CRT rubric, to ensure that students' cultural and linguistic backgrounds are reflected in the curricular materials. The instructional approaches and methods used to foster language development and meet the demands of the Next Generation Learning Standards (NGLS) depend on both students' idiosyncratic needs (e.g., proficiency level) and program type, though best practice in both settings generally relies on emphasizing the critical relationship between speaking and listening and literacy development, encouraging language and metalinguistic awareness, and grouping students in flexible partnerships (small and large groups, including whole-class groups) (NYSED, 2021). To meet ELLs' needs based on proficiency levels, teachers refer to Bilingual Common Core Initiative Language Progressions, which outline, by modality, the expectations for ELLs at each proficiency level, as well as supports that will allow ELLs to access the Learning Standards. Regarding program type, ELA instruction is provided in English in the ENL and TBE settings. However, especially in the TBE setting, ELLs' home language may be used when there is a breakdown in communication, and strategies such as translanguaging are used. Lastly, in addition to these aforementioned instructional approaches and methods, ENL and TBE teachers use the following strategies to meet the needs of individual ELLs: -providing sentence starters and frames -teacher modeling -shared reading and writing -think/pair/share -word banks -linking background knowledge -explicit instruction of cognates -K-W-L charts -varied grouping formats -Language Experience Approach -varied presentation formats -varied questioning and discussion formats -accountable talk stems -Total Physical Response (TPR) -hand gestures for agreeing, disagreeing, or adding on to others' ideas -graphic organizers -frequent checks for understanding, -story maps -wait time -rubrics in ELLs' home languages, in addition to English -self-assessment Core Content: Mathematics For the delivery of math content, teachers will use the Eureka Squared Math curriculum, which is offered in English and Spanish. In ENL classes, math instruction is provided in English and the English version of the curriculum is used; in TBE classes, math is taught in the home language (i.e., Spanish) and the Spanish version of the curriculum is used. Despite the differences in the language of instruction, teachers of ELLs in the ENL and TBE settings draw upon a rich repertoire of pedagogical strategies to foster ELLs/MLs' language development and allow ELLs/MLs to meet the demands of the Next Generation Learning Standards for Mathematics. These strategies include: -making explicit connections to prior learning and building background knowledge prior to diving into mathematical content -explicitly and intentionally introducing academic vocabulary with teacher language modeling -previewing tier 2 vocabulary with contextualized examples -anticipating ELLs' misconceptions (e.g., polysemous words and homophones) -multiple opportunities for ELLs to use the target words -regular review of previously learned vocabulary -providing concrete and visual models with manipulatives and drawings to support students' conceptualization of the mathematical concept(s), thereby reducing the cognitive load and freeing resources for language encoding and decoding -opportunities for small-group and whole-group mathematical discussions- i.e., frequent opportunities for speaking (with translanguaging) and listening, or in other words, student interaction -differentiated questions for learners at different proficiency levels -accountable talk stems -sentence starters and frames -frequent opportunities for procedural, summary, and evaluative writing -graphic organizers -utilizing students' home language knowledge with translanguaging, bilingual glossaries, and side-by-side (translated) texts -strategic grouping according to proficiency levels -emphasis on reading word problems, discussing (speaking and listening) possible plans for solving the problems, and writing around the process Core Content: Social Studies At P.S. 91, the core content area of Social Studies is delivered through the Passport to Social Studies curriculum. The language of instruction and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards are different in the two program models: ENL and TBE. ENL In ENL classes, the English version of Passport to Social Studies is used, and the language of instruction is English. The pacing for instruction is (loosely) set forth by P.S. 91's Instructional Coaches, who ensure that there is room to 'amplify' the social studies lessons for ELLs/MLs. Amplification activities "reinforce and review the language, skills, and content understanding students need in order to acquire grade level concepts and apply that learning, such as through extended writing about the topic" (ElevatED, n.d., p. 1). Amplification activities that teachers of ELLs/MLs use for the implementation of the Passport to Social Studies curriculum include: -allowing students to demonstrate their conceptual understanding from completing tasks with a fixed quantity of correct choices -after demonstrating conceptual understanding, allowing students to complete tasks that require them to generate their own answer -using the Frayer Model to introduce complex vocabulary words -explicitly distinguishing between social English and academic English by providing examples and creating sorting tasks for ELLs/MLs TBE In TBE classes, teachers use ¡Arriba La Lectura!, an HLA curriculum that parallels Into English. The Spanish version of Passport to Social Studies is used, and the language of instruction is Spanish. TBE teachers also draw from additional resources, such as ¡Arriba La Lectura! and NewsELA, to supplement the Passport to Social Studies curriculum and foster ELLs/MLs' language development. Like ENL teachers, TBE teachers also 'amplify' the curriculum for ELLs/MLs. Furthermore, to ensure that ELLs/MLs in the TBE program can meet the demands of the Next Generation Learning Standards, additional instructional strategies are used, including: -previewing vocabulary with contextualized examples -chunking of texts, especially for Entering and Emerging students -multiple readings of a single text to promote fluency, accuracy and comprehension -making explicit connections to prior learning and building background knowledge prior to diving into content -reinforcing lessons with Brainpop videos in Spanish (Brainpop Español) -making connections between learning and students' cultures and backgrounds -strategic grouping so that grade-appropriate content can be adapted to fit the diverse needs of ELLs in the classroom -small-group instruction with a focus on writing, especially the particular skills students need as determined by a needs analysis -opportunities for small-group and whole-group discussions- i.e., frequent opportunities for speaking (with translanguaging) and listening, or in other words, student interaction -anchor charts -writing models

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.	Our teachers of MLs/ELLs use instructional strategies and grade level materials, including technology, to provide access to academic content areas and accelerate English language development. Texts Our texts represent a range of perspectives for language and knowledge-building, and represent various ability, cultural, racial, and ethnic groups to ensure a culturally responsive orientation to teaching. Text include: •printed texts, •digital texts [blogs, movies, podcasts, computer code], •visual texts [pictures, maps, diagrams, figures, infographics, sculpture], •True object-based icons. Use of home language supports Our teachers use home language supports to access grade-level texts and tasks. For example: An integrated ENL/ ELA class is reading The Lightning Thief, and a student is also provided the text in their home language of Spanish as a scaffold to access the grade-level text. Our school fosters a culture of multilingualism by developing the language/s spoken by students in our community through bilingual education.
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?	We plan for ELLs with IEPs using the following approaches: •Increase home language supports and interventions •Increase English language supports and interventions •Enlist the help of speech and language professionals to provide strategies that can be applied to a classroom-setting Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of students with special needs primarily by providing support through the ICT (Integrated Co-Teaching) models in grades K-5. Our ICT and 12:1:1 special education classes in K-5 all currently have at least one ELL student and therefore an ENL service provider 'pushes in' for the mandated number of minutes per week. These lessons are delivered in carefully-selected co-teaching model(s) and are linked to students' abilities, backgrounds and interests so that students are engaged and learning is relevant. Students practice skills in a variety of contexts and directions and instructions are repeated frequently throughout lessons. Language development activities are offered in a variety of ways, including digitally and interactively, so that students' learning styles are addressed. P.S. 91's School-Based Support Team reviews IEPs on an ongoing basis to ensure that ENL students are being provided with specially designed instruction in the least restrictive environment possible. When ELL-SWDs' annual IEP meeting is held, ENL providers are strongly encouraged to attend; similarly, ENL providers are encouraged to provide input with regard to students' IEP goals. All in all, it is through the collaboration of P.S. 91's School-Based Support Team and ENL Team that we ensure ELL-SWDs achieve their IEP goals while attaining English proficiency within the least restrictive environment.

Know Every Student Well

SCREENERS 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?	We use universal screening to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. These assessments often point out risks that may not be apparent from classroom interactions alone, and they are especially useful for understanding performance across groups of students. For ELLs this means: –As required by State rules and as a first step in a universal screening process, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. With this information, teachers will begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices (see section on ELLs and Language Acquisition above). –Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. –Our school also administers screening instruments in Spanish. ACADIENCE READING AND MATH Skills Assessed Frequency (How often do you employ this assessment?) How are you using this assessment? What does it inform? Code-Based Skills Phonological Awareness Phonics Fluency Meaning-Based Skills Syntax/ Grammar Vocabulary Listening Comprehension Reading Comprehension Grade-level mathematical content Quarterly How do we efficiently take a school-wide temperature check on the effectiveness of our instructional core and identify students in need of targeted supports? How do we ensure all students are making adequate progress and gaining the opportunity to bring their full selves into the school community?
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.	We provide intensive, targeted intervention to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. ELLs receive instructional interventions that utilize strategies that are research-based with ELLs (Klingner, Soltero-González, & Lesaux, 2010). Our team utilizes a problem-solving process and a body of evidence to make decisions. Tier 1 and Tier 2 Interventions for ELLs/MLs at P.S. 91 The Tier 1 interventions provided to ELLs/MLs are embedded in the instructional core through data-driven planning for instruction. That is, to meet the needs of ELLs/MLs, instruction is differentiated by: (1) analyzing screening and other assessment data to determine ELLs/MLs' L1 and L2 proficiency levels; (2) using screening and assessment data to plan instruction; and (3) differentiating instruction according to ELLs/MLs' L1 and L2 proficiency levels, academic language development, and cultural backgrounds (Ortiz, Robertson, & Wilkinson, 2009). For ELA, the Tier 2 interventions provided to ELLs/MLs include: small-group instruction with a pedagogue trained in Sound Sensible, Reading Rescue, or SPIRE; and weekly software-based instruction via Headsprout. For math, the Tier 2 interventions provided to ELLs/MLs include: individualized lessons on i-Ready (Math). Moving forward, P.S. 91 plans to adopt a Tier 2 intervention program for math such as Zearn, which is designed to support ELLs. All of the aforementioned interventions are provided in English.

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.	Response to Intervention (RTI) Process for ELLs/MLs at P.S. 91 We use data to identify which ELLs need Tier 1 and Tier 2 interventions, first by having teachers complete Tier 1 and Tier 2 forms that ask them specific information based on student data. Then, the ELLs' teachers meet with the instructional coaches, ELL coordinator, members from the school-based support team, and parent (if possible) in order to make holistic decisions about addressing the needs of the child, taking into consideration his/her prior experiences, cultural and linguistic background and socioeconomic status. In some cases, a change in the amount/type of ENL instruction the ELL is receiving or a change in the amount of L1 instruction received may be more appropriate than a more intensive intervention (continuing to follow CR Part 154). After interventions, supports and/or differentiation are implemented for a number of weeks and the ELLs' teachers keep observational notes and other data about the student's daily progress, the team reconvenes to assess the efficacy of the Tier 1 or Tier 2 supports. Accordingly, the team continues the intervention (if it is working) or changes or intensifies the intervention (if it is not working), potentially moving up the ladder of Response to Intervention while keeping the students' linguistic and cultural assets in mind. For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, our school determines the additional support services to provide the student, taking into consideration evidence such as the following: • Number of years of instruction in bilingual education or English as a new language program • English and home language literacy • Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE) • English and home language literacy needs of long-term ELLs • Results on the annual English language proficiency assessment exam (for example NYSESLAT) • Bilingual education or English as a second language teacher recommendation • Parent or guardian request • Sample of student work in English and, if possible, in the home language • Bilingual educational evaluation, if the student has or is suspected of having a disability The support services provided are aligned to any intervention plans (for example, Academic Intervention Services) that our school is already providing to all students. RTI is provided to a student before referral in particular in cases where there is a suspected learning disability as opposed to a language acquisition need or the student exhibits the need for additional academic supports. 1. Examine Achievement at the Classroom Level The first step in the identification process is looking at collective achievement and the effectiveness of the instructional core. Teachers look at how many ELLs are struggling in their classrooms in our school. If the majority of ELLs are making little progress and/or underperforming, teachers focus on improving core instruction so that it's more rigorous and targeted to student needs. When trying to understand the source of difficulty for a student who is struggling, and to consider how this child's performance aligns with classroom achievement, we ask: Are most of the student's peers—especially those with similar profiles— succeeding? (If not, we immediately consider overall opportunities to learn in the school setting) Are students' cultural and linguistic backgrounds taken into consideration when planning instruction to support language development, content learning, and knowledge building? Are learning experiences connected to ELLs' background knowledge? Are ELLs provided with opportunities to work in pairs and small groups, to further develop their language skills and to apply their knowledge? Is the ELL students' understanding routinely checked and is this population provided with opportunities to demonstrate their understanding in a variety of ways, including their native language, regardless of the type of program they are in (i.e., transitional bilingual education, dual language, or ESL)? Do whole class activities reflect the specific English proficiency levels of ELLs in the classroom? Do homework assignments match ELLs' current levels of English proficiency and provide additional practice opportunities for what was taught during class time? Are key terms, words, idioms, and phrases that ELLs need to learn explicitly taught and clearly displayed? Is instruction targeted to, and appropriate for, the student's level of English proficiency and learning needs? In what ways could the classroom environment and content be more conducive to student learning? 2. Draw on Multiple Sources of Information In order to make accurate decisions about ELLs' sources of difficulties, information from a number of levels must be gathered and examined, specifically: information about the learner, his or her classroom experiences, and his or her home and community context. –Learner characteristics include language, experiential background, values/norms, higher-order thinking skills, individual learning style, proficiency in both languages, how the students became bilingual (sequentially or simultaneously), content area strengths, and weaknesses in each language. –Classroom experiences include the ways in which instruction has been implemented with the student. Current classroom characteristics can be assessed though curriculum-based measures, classroom observations, and performance- based assessments. –Home-community characteristics include home language, adjustment to new environment, and family educational history. Teams gather student background information through family interviews, review of records, portfolio assessments, and/or home visits. 3. Analyze Data through a Language Acquisition Lens While components of language acquisition can seem to mirror LD, they do not necessarily indicate LD. We refer to the table in the "RtI Guide for Teachers of ELLs." 4. Design and Implement Targeted Supplemental Supports We include targeted supplemental interventions offered to those who need more support. 5. Monitor Progress over Time We use assessments to monitor the effectiveness of the supports, to determine whether a child is making gains as expected, and to ensure that any necessary mid-course corrections are undertaken. If a child struggles persistently despite different supplemental approaches, formal evaluation for additional services may be needed.

FORMATIVE 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?	In grades K-5, students are assessed using the Fountas & Pinnell (F&P) leveling system to evaluate students' reading abilities. F&P assesses comprehension, such as literal and inferential questions, fluency, and expression. In this way, teachers are able to determine if a student is using the cueing system and checking for meaning, word patterns, visual cues (unknown words). This system also allows the teacher to be aware of each student's ability to self-correct so that the text makes sense and has meaning. Moreover, comprehension and fluency are important focus areas that inform the teacher about a child's strengths and areas of need. This information allows the teacher to differentiate instruction, provide specific, targeted small group support, and/or teach a strategy lesson based on their findings. Similarly, by analyzing the data of the whole class, the teacher is able to re-teach a skill or strategy and scaffold instruction for ELLs accordingly. The F&P Class-at-a-Glance spreadsheet on P.S. 91's Microsoft Teams arranges students by level across the year, providing the school with additional information and analysis of student progress. This data is collected and analyzed four times a year. Another form of formative assessment that is conducted regularly at P.S. 91 is the i-Ready diagnostic in both ELA and Math. Information from these assessments are used to inform instruction and develop individualized learning pathways for students. Formative assessments are also embedded in daily lessons in multiple ways, largely dependent on grade level and student need/preference. For example, Google Forms are differentiated by proficiency level (grades 3-5) and posted to teachers' Google Classrooms. Additionally, formative assessment strategies that do not require technology are used, such as asking students to show a thumbs up or thumbs down in response to any yes/no, agree/disagree or self-assessment question (especially grades K-2). Further, students might be asked to orally respond to questions and the teacher keeps track of responses on a checklist (K-5). Writing assessments are embedded in lessons across content areas on a daily basis. In developing students' advanced literacies, teachers encourage students to write about their thinking, answer a question and justify their anwer, reflect on their learning, etc. multiple times each day. These frequent opportunities for writing allow students to demonstrate their understanding and for teachers to assess it. In addition, our ELA curriculum Core Knowledge Language Arts (CKLA) is aligned with the Common Core Standards and guides GRAIR (Guided Reading and Independent Reading) instruction in the early grades and Independent Reading instruction in the upper grades. During these reading blocks, teachers meet with small groups and/or confer with individual students to address their specific needs. The CKLA program also provides its own assessments that teachers use to evaluate student progress. For Math, teacher-created formative assessments are administered regularly, providing teachers with information about ELLs' progress on an ongoing basis. For example, teachers use Exit Tickets at the end of lesson to gauge students' comprehension of that day's lesson content. Teachers also use performance tasks so that students can demonstrate their learning in a variety of ways, including more engaging ones. These types of formative assessment can either be administered with pencil and paper, or online via platforms such as Google Forms, Google Slides, PearDeck, Nearpod, and Padlet. With the use of both formative assessments and curriculum-embedded assessments, regardless of mode of delivery, we are able to plan instruction for our ELL students in a rigorous, meaningful, and data-driven way.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	For our TBE classrooms, the home language is regularly assessed by F&P in Spanish, and biannually assessed with the HLA baseline and endline assessments; all of these assessments are available to TBE teachers in pencil-and-paper format and on digital platforms (e.g., a shared Google Drive). Since ELLs in bilingual programs at P.S. 91 have an HLA period in addition to two content area subjects (e.g., math and social studies) taught in the home language, TBE teachers regularly conduct formative assessments to gauge students' ongoing L1 development. These formative assessments take place digitally, such as through Google Forms, Pear Deck, Nearpod, etc., as students use their DOE-issue devices, or with paper and pencil, according to student need. TBE teachers follow the Home Language Arts Progressions to set appropriate expectations for ELLs in regard to the language (Spanish) being used. For our ENL classrooms (Standalone or Integrated ENL), ENL providers encourage translanguaging so that students have the opportunity to express themselves and communicate with one another in the language of their choice. This results in strengthening both students' L1 and L2, and is important in affirming students' identities. As ENL teachers check in with students during these moments of translanguaging, they record their noticings and monitor students' L1 development. Lastly, ENL providers follow the New Language Arts Progressions to set appropriate expectations for ELLs in regard to the language being used (i.e., the L1 or the L2), as well as the complexity of language being used.

SUMMATIVE 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).	Our most recent available NYSESLAT data (from 2021) represents a small portion of our ELL population, with only 22 students having participated in the exam due to COVID-related factors. As this sample size is too small for generalizations, we focused our 2019 NYSESLAT data in our assessment analysis. Additionally, we did increase participation in NYS language proficiency assessments with 192 students participating in our special administration of the NYSITELL in the fall of 2021. Data from the NYSESLAT make up the cornerstone for evaluating and informing ELL programs at P.S. 91. Out of the K-5 ELL population, NYSESLAT/NYSITELL results indicated the following distribution of English proficiency levels (rounded the nearest whole percent): 31% Entering, 13% Emerging, 19% Transitioning, 30% Expanding, and 6% Commanding. In terms of the four language modalities, the modality of strength for kindergarten and first-grade ELLs was reading, and the modality of strength for second-, third-, fourth- and fifth-grade ELLs was speaking. Conversely, the modality with the greatest need for improvement was speaking for kindergarten ELLs, and writing for ELLs in grades 1-5. This indicates that, overall, ELLs scored the highest (relatively) on the speaking section of the NYSESLAT, and scored the fewest points (relatively) on the writing section of the exam. Using this data to support our ELL population, we will provide instructional support in all four modalities; however, there will be a specific emphasis across grades K-5 and across content areas, including math, on improving writing. It is important that writing is part of the instructional design, and that ENL and bilingual teachers receive training in promoting ELL achievement in writing across disciplines. Therefore, opportunities for writing have been added to the curricular materials that are used with ELLs/MLs. Furthermore, outcome assessment data is used as one of the selection criteria for our 2021-22 ELL after-school programs, which will take place three days a week on Tuesday, Wednesday, and Thursday afternoons from 3:00-4:30 for students in grades 3-5. Many of the ELLs who will be invited to the program are at Entering or Emerging English proficiency levels, indicating that the students require more L2 support than their Transitioning and Expanding counterparts. To address the needs of these ELLs, the teachers of the after-school program create materials specifically for their students using both outcome and formative data. Materials for the program are drawn from a variety of sources, such as Reading A-Z: ELL Edition and Into Reading, and instruction focuses on the foundational literacy development, with the goal being that the next round of outcome data will show that all of these students increased in at least one level of English proficiency since the 2019 NYSESLAT. Additionally, outcome assessment data from the 2019 NYSESLAT is used to identify students who achieved a Commanding level of English proficiency. These students are removed from the TBE setting, if applicable. Furthermore, data from the NYSESLAT and ELA exam are used to ensure heterogeneous class organization with the intention of providing beginner-level ELLs with more advanced peer role models, such as Commanding ELLs. Data from the NYSESLAT, ELA and Math exams are all used to evaluate existing ELL programs. For example, areas of strengths and weaknesses are identified, and curricular maps are developed around areas/skills that need development. Additionally, data from the ELL Data Assessment Tool (EDAT) provides valuable input regarding student performance broken down by demographic. This allows us to inform and evaluate ELL programs according to proficiency level, modality, etc. and make adjustments and improvements accordingly. To find out more fine-grain information about these areas of student performance, the RFSF report in ATS is downloaded as an Excel file and organized. Finally, the overall success of our ELL programs are measured by the number of students who reach a score of Commanding on the NYSESLAT, by the number of students who progress one or more levels, and in which modalities we are finding improvements. We also look at the growth students are making on F&P reading levels throughout the school year, and if they are reaching the benchmarks prescribed for each grade level (September/October, January/February, May/June). We also use unit assessments in both the ELA and math programs to evaluate the progress and areas of need of our ELL students.
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.	We administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students. The NYSESLAT is administered from April to May. Our team (AP, ENL teachers, coaches, test coordinator) works together to complete the following steps: Step 1: Identify Eligible Students • Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school. • Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. • Upon receipt of your NYSESLAT materials, count the number of booklets. Schools print answer documents from ATS. • If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID). • Identify students who reentered the NYC DOE public schools after having been outside NYS public schools for more than 2 years • For students who were identified as ELLs but current ATS ELL/LEP codes indicate otherwise, administer the NYSESLAT by completing blank NYSESLAT scan sheets • For students who were identified as English-proficient but current ATS ELL/LEP codes indicate otherwise, do not administer the NYSESLAT. • Do not administer the NYSESLAT to students who, as a result of the Language Proficiency Team process for students entering with IEPs, were not eligible for the NYSITELL Step 2: Ensure that all students eligible to take the NYSESLAT have been tested • Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year and contributes to promotion decisions. Step 3: Administer all Subsets of the NYSESLAT and Track Student Completion • ELLs with IEPs are entitled to receive the accommodations listed on their IEPs for the NYSESLAT for all subtests. This includes students whose IEPs include tests of reading comprehension. We refer to NYSED's memo on allowable testing accommodations on the NYSESLAT. • Staff members administering the NYSESLAT are not required to hold a bilingual or ESOL license but must be able to carry out standard examination procedures, including the provision of testing accommodations, and must have been trained in administering the NYSESLAT. • To administer the speaking subtest during the administration window, assign a sufficient number of staff members and adjust your school schedule as necessary to ensure that you can administer all NYSESLAT-eligible students the speaking subtest during the administration window. The scoring of the Speaking and Writing sections of the NYSESLAT is conducted in-house by the Instructional Coaches. This allows the teachers of ELLs to continue providing mandated ELL services, and avoids any scoring issues due to the rule that teachers cannot score their own students' speaking and writing.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	At P.S. 91, ENL providers support ELL students with special needs in a variety of ways and collaborate with the special education teachers, speech providers, SETSS providers, occupational therapists, physical therapists, the school psychologist, social worker and guidance counselors in order to create the best learning conditions for the ELL-SWD students. One instructional strategy for ELL students with disabilities is providing many opportunities for interaction with teachers and peers. In particular, group work allows students to move around, interact with one another, and take part in whole class or small group discussions and activities in order to build confidence, self-esteem, and social skills. Additionally, ELL-SWD students participate in active learning through the use of hands-on activities that strengthen students' executive functioning and motor skills, in addition to language development. Teachers of ELLs are aware of the students' accommodations and adapt activities so that all students have the opportunity to gain access to information in reading, writing and other core content areas. Feedback is given regularly and in a comprehensible manner so that students build an understanding of how to improve their learning. Furthermore, ENL providers scaffold oral and written instructions, give clear directions in multiple modalities (repeated if necessary), provide sufficient wait time, and model how to apply strategies in order to facilitate comprehension. Other strategies will include using visual aids such as pictures, photographs, graphs, graphic organizers, story maps, word mapping and use of the SMART Board and other technology to support input, processing, and comprehension. Finally, ELL-SWDs are taught time management skills in order to complete grade-level tasks in different content areas in a timely manner.
b. SIFE	P.S. 91 has a total of 6 SIFE students, all of whom are at either an Entering or Emerging level of English proficiency. In the beginning of the year, teachers are notified if they have one or more of the SIFE students so that they are aware that these students have had interrupted education and that they need extra support and close monitoring to determine if they are making progress. SIFE students will be included in small instructional groups, and they will attend our Title III after-school program in order to improve their language acquisition in all four modalities. Moreover, group work is a way to teach social skills and teamwork and to practice speaking and listening in the new language. In addition, since all of these students are in the TBE program, they will receive support in their Home Language period on a daily basis so that they can transfer their knowledge of language from their home language to the new language. Our instructional plan focuses on delivering content and literacy instruction in the home language for Entering and Emerging students for at least two content area subjects. Counseling is also available and has proved to be invaluable in helping our SIFE students to adjust to their school environment and level of expectations required by the New Generation Learning Standards.
c. Newcomer	At P.S. 91, there are currently 153 Newcomers, or ELLs who have received 0-3 years of ELL services. Out of all the Newcomers, 59% are in the TBE program. In TBE classes, Newcomers receive instruction in their home language from a highly qualified, certified bilingual teacher for multiple instructional periods each day. All Newcomer ELLs at the Entering and Emerging levels will receive 360 minutes of ENL services and those in the TBE program also receive one period per day of Home Language Arts instruction. In many instances, content in ELA is translated and multiple core content areas are taught in the home language in TBE classes. If the Newcomers are not Spanish speakers, they will receive ENL support in a Standalone ENL class, or they will be provided with ENL support by an ENL provider in an Integrated Co-Teaching (ICT) model. In addition, students and parents receive homework assignments in their home language, which is translated by a bilingual classroom teacher on the grade or with the Translation & Interpretation Unit for languages other than Spanish. This practice allows parents to offer support and be involved in their children's school work. In addition, we send home progress reports in the home language so that parents are aware of their children's progress. Moreover, we provide workshops for parents in ELA and math with interpretation so that the parents of Newcomers are aware of our curricula. Newcomer students are also included in our after-school program for ELLs, which will offer extra support in language acquisition via differentiated instruction.
d. Developing	There are currently 66 developing ELLs at P.S. 91, comprising 30.1% of the student population. Developing students have been receiving ELL service for 4 to 6 years. Of the developing ELLs, 35 ELLs are at the Expanding level. Nearly all of the remaining students are at the Transitioning level, with 1 student at the Emerging level. In addition to mandated minutes according to CR Part 154, developing ELLs receive ENL services by a certified TESOL teacher. Students at this level of language acquisition will be provided with classroom support through small group instruction with occasional one-on-one work, as necessary. As teachers have been provided with test score results in all four modalities, they will be able to tailor instruction for developing ELLs based on student need. Moreover, teachers of developing ELLs will ensure that scaffolds are removed when appropriate, thereby increasing the ELLs' autonomy in day-to-day learning.

e. Long Term	While there are currently no LTEs, we have created a plan in the event that this may change during the school year. We will employ an ecological/problem-approach to MLs/ELLs who have not yet reached a "Commanding" level of proficiency as per the NYSESLAT. It is important for our school teams to always keep in mind not only the interconnectedness between social-emotional/behavior manifestations and academic achievement, but also (especially for MLs/ELLs) the cultural and linguistic assets students bring to school every day. First, we will look at universal screeners to assess the effectiveness of the instructional core. We will analyze data to understand if most MLs/ELLs are making little progress and/or underperforming within a particular classroom or grade, or if long-term ELLs are demonstrating similar strengths and challenges in relation to their peers. We will then examine multiple sources of data to identify and analyze trends in the strengths and needs of long-term ELLs. Once the ML/ELL learning profile is established by looking at multiple sources of information and indicators, the team will decide the best next steps for instruction or intervention via an action plan. We will answer the question: What do I (as the teacher) need to specifically do within my instruction to support this student or group of students? We will progress monitor to ensure that instruction is adjusted to meet the needs of all long-term ELLs.
f. Former ELLs up to two years after exiting ELL status	There are currently 7 former ELLs tested out based on Spring 2021 NYSESLAT or NYSITELL Special Administration. Our most recent available NYSESLAT data (from 2021) represents a small portion of our ELL population, with only 22 students having participated in the exam due to COVID-related factors. As this sample size is too small for generalizations, we focused our 2019 NYSESLAT data in our assessment analysis. Additionally, we did increase participation in NYS language proficiency assessments with 192 students participating in our special administration of the NYSITELL in the fall of 2021. Students who received a level of Commanding on the 2019 NYSESLAT will receive 90 minutes per week of ENL support. In order to ensure that the various academic and linguistic needs of former English Language Learners (ELLs) are met, these minutes of instruction will be provided by either an ENL teacher or the classroom teacher with regular collaboration with an ENL teacher. During instruction, former ELLs work in a small group with the teacher and are given more challenging assignments relative to their developing ELL counterparts. For example, former ELLs in grades 3-5 are given more challenging writing assignments in which they're expected to use voice, hooks, greater detail, and more sophisticated vocabulary. Former ELLs' progress is monitored closely and maintained in a log by the teacher(s) providing the instruction.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Home language support is assessed mainly through progress monitoring and frequent communication with families. As described previously, HLA baseline and endline assessments are administered to students in the TBE program. Throughout the year, formative assessments such as F&P in Spanish and i-Ready in Spanish are given to these students in order to assess their development in their L1 (Spanish). The results of these assessments are discussed regularly with families, ensuring that home language support is assessed on an ongoing basis. In our ENL program, home language support is primarily assessed during opportunities for translanguaging. At times, students are paired or grouped with classmates who share the same L1, allowing them to use their complete linguistic repertoires to express themselves (i.e., L1 and L2). The ENL teacher may observe these interactions and see how the use of L1 supports (or does not support) the students in completing the activity and creating some final product (i.e., written piece in English). This way, the teacher does not necessarily need to know the students' L1, but rather can assess how home language support facilitates learning.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A – P.S. 91 is a K-5 elementary school.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	When developing our professional learning plan, we ensure that we are planning for multiple audiences: administrators, teachers, and non-pedagogical staff. We consider a wide range of MLs/ELLs specific professional learning opportunities available. •We plan a school professional learning calendar to include the academic success of MLs/ELLs •We reach out to our district team for ML/ELL specific professional learning opportunities •We search for relevant professional learning opportunities and conferences that are aligned to your learning goals for MLs/ELLs. Each fall, during whole-staff professional learning, administrators, teachers and non-pedagogical staff engage in an ELL/ML-specific workshop co-facilitated by the ELL Coordinator and ELL Instructional Coach. This workshop addresses the academic needs – e.g., instructional minutes and instructional approaches – of ELLs, as well as their social emotional needs – e.g., strategies for cultivating a warm environment for ELLs. These areas are also addressed regularly in other professional development sessions throughout the year, such as workshops on trauma-informed instruction co-facilitated by the School Social Worker and School Counselor. Additionally, all staff members engage in professional learning about Culturally- and Historically-Responsive Education, which, by design, meets the academic and social emotional needs of ELLs/MLs at P.S. 91.
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).	NYSED requires school districts to ensure that a prescribed percentage of Professional Learning hours specifically address the needs of English Language Learners. Agendas and sign-in sheets will be maintained on file. Per CR Part 154-2.3(k): •15% of all teachers' professional learning hours and •50% of all professional learning hours for Bilingual Education and ENL teachers must be targeted to the specific needs of ELLs. We provide professional development that will address language acquisition and its pedagogy in a more general sense so that all of our teachers will become familiar with the concepts, methodologies and strategies that will not only improve their instructional practice but also give them better insight in addressing the needs of all learners of the English language. These PD sessions take place during Teacher Team meetings and are facilitated by an ENL teacher, TBE teacher, instructional coach, and/or an assistant principal. As a result, we hope that ENL scaffolds and approaches are evident in all classrooms on a daily basis, including disciplines such as math, science, art, music and social studies. In addition to the PD described above, ELL personnel at P.S. 91 receive ENL-related professional development through the following sessions: -ELL Instructional PD Meeting -Supporting Former ELLs -Looking at ELL Data -Writing is Thinking Through Strategic Inquiry (WITSI) PD -Studio in a School PD Additionally, all teachers of ELLs are members of P.S. 91's ENL and TBE Team, which has its own Microsoft Teams group and meetings for collaboration and peer support. These meetings ahave an emphasis on looking at students' work and data and designing instruction around finding using the Culturally- and Historically-Response Literacy Framework. We hope to observe teachers implementing the information that they receive during the professional developments and monthly meetings in their instruction as they engage in the Next Generation Learning Standards (NGLS). Our curricula, Into Reading for ELA , Arriba la Lectura for HLA, and Eureka for our math instruction, are NGLS-aligned. When planning, our teachers include the Learning Standards in their lesson plans to make certain that the Standards are being addressed throughout their lessons. If teachers of ELL students require professional development in supporting their students as they engage in the NGLS, we provide support through Teacher Team and Grade Team meetings. Teachers (including TBE teachers and ENL teachers) collaborate on how best to provide instruction that meets students' needs and also meets the requirements of the Learning Standards. Our efforts are collaborative so that teachers feel supported. In addition, during pre- and post-observations, our administrators discuss the need for meeting Learning Standards in each class.

Strong Family-Community Ties

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.	To ensure planning for all families of ML/ELLs, we take the following into account: •Preferred Language and Mode of Oral and Written Communication •Cultural Responsiveness To consider the diverse needs of ML/ELL families in designing our plan, we: •Provide resources that will enable them to make informed decisions about their children's education in a language and format that they can easily understand and access. •Promote active participation of families of MLs/ELLs in the school community. •Engage families of MLs/ELLs in collaborative conversations that foster high expectations and pursuit of success. Our programs promote parent, family, and community engagement through community participation programs, family literacy services, and parent outreach and training activities to MLs/ELLs and their families. Our parental program is aligned to our Title III plan and/or school-developed needs assessment survey and parent interviews. We will provide workshops about the following topics: -Back to School for Parents of ELLs -Bilingual Workshop on Navigating Google Classroom for Homework -Expression through Art for Parents -Getting Ready for Middle School -District 10 CEC Meetings -Immigration Resource Workshops -Housing and Job Resource Workshops -Home Base Organization Meetings -Mental Health Resources and Services Workshop -NY Psychotherapy and Counseling Center Meetings Moreover, we provide 1-hour ENL classes for parents once weekly. To ensure the parents' needs are met, the parent class teacher conducts a needs analysis of the parents and creates a task-based syllabus to teach the class. Class materials and assignments are posted to the ESL Class for P.S. 91 Parents Google Classroom to encourage continued learning at home. In the second half of the school year, we offer a parent survey in order to determine parents' needs. Once we have that information, we address common issues or concerns at our parent workshops, meetings, classes, or on an individual basis, as needed or requested. At P.S. 91, it is our goal to create a welcoming, informative community that addresses the social and academic needs of all our students and families. In order to further promote parent involvement, our school offers art parent workshops throughout the school year for special occasions and holidays. In addition, each year in June we host a Greatest Guardians event to celebrate outstanding P.S. 91 parents. In the second half of the school year, we offer a parent survey in order to determine parents' needs. Once we have that information, we address common issues or concerns at our parent workshops, meetings, classes, or on an individual basis, as needed or requested. At P.S. 91, it is our goal to create a welcoming, informative community that addresses the social and academic needs of all our students and families. In order to further promote parent involvement, our school offers art parent workshops throughout the school year for special occasions and holidays. In addition, each year in June we host a Greatest Guardians event to celebrate outstanding P.S. 91 parents. These are some of the activities that foster the involvement of parents of ELLs throughout the school year.
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.	Our school are ensures that parents are provided with an annual individual (one-on-one) meeting that covers the following: •Goals of language acquisition program •Language Development Progress •Language Proficiency Assessment Results •Language Development Needs Across Content Areas Meetings will be offered with remote options to increase access to all families. Agendas and sign-in sheets will be maintained on file. At P.S. 91, our school provides annual individual meetings with parents of ELLs to discuss the goals of the ENL or bilingual program (using the parent brochure for new parents, as needed), language proficiency results (Emerging, Entering, Transitioning, Expanding and Commanding levels), the language development progress of the student (NYSESLAT Parent Report explaining results, levels and scale scores and how they translate into levels), and language development needs in all content areas (e.g., how Integrated ENL will address instruction in English language skills in ELA and content areas subjects). The New Language Arts and Home Language Arts Progressions assist our teachers in ELLs in preparing for this meeting and establishing developmentally- appropriate expectations for each learner. The individual meetings take place during the 30 minutes that teachers have each week for Parent Engagement. The majority of the teachers of ELLs at P.S. 91 host these meetings at the end of the year in June. During the individual meetings with families of ELLs, interpretation is offered by our Spanish-English bilingual staff, as needed. For interpretation of additional languages, Over-the-Phone Interpretation is used for the nine languages covered by the DOE; a DOE vendor is used for languages that are not covered. If any written communication is needed for these meetings, translation to Spanish is completed by in-house staff, translation to languages covered by the DOE are completed by the T&I unit, and translation to additional languages are completed by a DOE vendor.

Additional Information

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.	N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

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.S. 91's Registration Team and, if appropriate, Language Proficiency Team (LPT) members meet with newly enrolled ELLs and their parents when students register. The Registration Team is made up of the ELL Coordinator, Pupil Accounting Secretary, Family Worker, Out-of-Classroom ENL Teachers, Special Education Coordinator, and Guidance Counselor. The LPT members are the Principal, ELL Coordinator, and Special Education Coordinator, as well as the parent/guardian of the student being enrolled. During registration meetings, members of the Registration Team offer suggestions for preparing for learning at P.S. 91, and detail what to expect as a parent of an ELL. Furthermore, families and their children are given the expectations for classroom behavior, cooperation, sharing, and social skills. Free reading programs at local libraries, as well as online resources, are also recommended to families. Additionally, the families of newly enrolled, current ELLs attend the mandated orientation meeting during which they learn about P.S. 91's L2 programs (i.e., TBE and ENL programs), as well as the reading, writing and math curricula, and NYSESLAT and ELA and Math State Exams. The Guidance Counselor regularly checks in with new students, including newly enrolled, current ELLs, and their teachers. Students who are struggling to adjust to P.S. 91 meet with the guidance counselor more frequently. To further support these new ELLs' socioemotional needs, their teachers are encouraged to provide them with a language buddy in the class. As new admits arrive throughout the school year, the Registration Team/LPT meet with the new families and provide them with school and community information. The counselor also regularly checks in with these new admits and confers with their teachers to ensure a smooth transition, including socio-emotionally.
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.	The primary members of P.S. 91's ELL Identification Team are the ELL Coordinator and Out-of-Classroom ENL Teachers. These members are supported by the Pupil Accounting Secretary and Family Worker. The intake process and identification process of ELLs at the beginning of the year is as follows: The Pupil Accounting Secretary provides the ELL Identification Team with a list of new admits to P.S. 91, and the Family Worker assists the Team with making appointments for each new admit and their family. The Assistant Principal works with the ENL Teachers in order to ensure time in their schedule each week that is free from mandated services, as well as to rotate who is responsible for identification, in order to minimize disruption to the instructional process. Original ELL documents are maintained in the student cumulative folder. During the appointments, the ELL Identification Team members first meet with parents/guardians to complete the Home Language Identification Survey (HLIS) together. Then, the Team members meet with the child and conduct the Informal Student Interview. Using information gleaned from the HLIS and Informal Student Interview, the Team member makes a determination about the students' NYSITELL eligibility. If students have knowledge of/experiences with languages other than English as per the HLIS and do not obviously demonstrate fluency in English during the Informal Student Interview, they are eligible for the NYSITELL, which is administered to them at that time. Next, the NYSITELL answer grid is printed and scanned into ATS. If students score in the Commanding range, they are not entitled for ELL services and receive the Non-Entitlement Letter. If students score in the Entering, Emerging, Transitioning, or Expanding ranges, they are entitled for ELL services. In addition to receiving the Entitlement Letter, the parents/guardians are offered an ELL Parent Orientation. The ELL Parent Orientation provides families of newly identified ELLs with information about the three ELL programs available in New York City: English as New Language (ENL), Transitional Bilingual Education (TBE), and Dual Language (DL). Such information is available in the 9 languages covered by the DOE, and if an additional language is needed, OTP interpretation services are used. Families also receive information about the ELL programs available at P.S. 91 and make a decision about the ELL Program they prefer for their children by filling out the ELL Program Selection Form. Newly-identified ELLs whose home language is Spanish are also administered the Spanish LAB within 10 days of registration. Newly identified ELLs in grades 3-5 are screened for SIFE status. Once the initial cohort of students are registered at P.S. 91 at the beginning of September, the ENL teachers are able to create their teaching schedules and begin providing ENL instruction. The ENL teachers, including the ELL Coordinator, also create a schedule for the intake process and identification process of ELLs throughout the year. This ensures that ENL teachers can consistently provide their assigned ELLs with their mandated number of instructional minutes, and will not be pulled from their teaching duties. When a new family registers at the school, the Pupil Accounting Secretary refers to this mutual schedule and contacts the appropriate ELL Identification Team member, who follows the standard procedure for intake and ELL identification (outlined in the previous paragraph).

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to **LAP Assurances Professional Learning Module**.

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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
Zaida	Cosme	Bridging the Gap Social Worker	2021	Yes	Yes
Rebecca	Odessey	Assistant Principal	2022	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
Francis	Marine	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No

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	0.38	1	0.19
Arabic	1	0.19	1	0.19
Bengli (Bangla)	9	1.71	11	2.1
French	0	0	2	0.19
Fulani	2	0.38	2	0.38
Hausa	1	0.19	1	0.19
English	225	42.86	215	41.11
Spanish	282	53.71	288	55.07
Soninke	2	0.38	2	0.38
Twi	1	0.19	1	0.19

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	22	22
Bengli (Bangla)	1	1
Portuguese	0	1

| 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:

 • Part III of the Home Language Identification Survey (HLIS)
 • Automate The System (ATS) reports
 • Student Emergency Contact cards
 • Surveys conducted by your school. | The data and methodologies that are used to assess our school's written translation and oral interpretation are ultimately derived from the information on the Home Language Identification Survey, which is completed at registration by every parent. This information is entered into Automate The System (ATS) by our Pupil Accounting Secretary, allowing staff members at P.S. 91 to run reports such as the RAPL afterwards to glean information about parent language preferences. Downloading the RAPL into an Excel spreadsheet allows for faculty members to manipulate and organize the information for easier accessibility, such as creating a spreadsheet for each class indicating all the parents' preferred oral and written languages. This information is also available on students' emergency 'blue cards,' one copy of which is stored in the main office and another of which is kept in the classroom. By having information about parents' preferred languages in various locations, including digitally, faculty can more easily ensure that all parents of our school community have linguistic access. Using ATS reports such as the RAPL and organizing the data puts a system in place for ensuring timely translation and interpretation for our families who prefer to communicate in languages other than English. As such, when a notice is to be sent home or an event is to take place, it is clear exactly what languages are needed and for which families (in each class/grade level). For example, if the school is sending home a letter about parent-teacher conferences, the RAPL Excel spreadsheet can be referred so that a request to the Translation & Interpretation Unit for translations to the (applicable) 9-DOE-covered languages can be made and requests for any additional languages can be placed via LinguaLinx. Then, when it comes to distributing the letters, office staff can place the exact number of letters in each language needed in teachers' mailboxes. In a remote or blended learning environment, emails with the letters would be sent to the teachers so that they can then email/send the letters to the families. Similarly, information from the RAPL can be used to gather information about parents' preferred languages for oral communication. This is essential in ensuring that interpretation services are provided to parents who prefer a language other than English. Therefore, requests for in-person (or video-chat) interpretation can be made ahead of time using information from the ATS report. P.S. 91 staff are also made aware of Over-the-Phone Interpretation available to them. |

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.
Monthly calendars	Each month	(1) Parent Coordinator translates to Spanish as soon as English version is created; (2) calendar sent to T&I for translation to covered languages; and (3) calendar sent to LinguaLinx for translation to additional languages.
Parent workshop flyers	2+ times per month	(1) School Social Worker, AP, Pupil Accounting Secretary, or Parent Coordinator translates as soon as English version is created (2) flyer sent to T&I for translation to covered languages; and (3) flyer sent to LinguaLinx for translation to additional languages.
District letters	Quarterly	(1) Translated letters provided from Central are sent out promptly; and (2) letter sent to LinguaLinx for translation to additional languages.
School letters	Approx. 1 per month	(1) School Social Worker, AP, Pupil Accounting Secretary, and Parent Coordinator translate as soon as English version is created; (2) letter sent to T&I for translation to covered languages; and (3) letter sent to LinguaLinx for translation to additional languages.
Parent class flyer	1 per year	(1) ELL Coordinator translates flyer to Spanish; (2) sends flyer to T&I Unit used for covered languages; and (3) sends flyer to LinguaLinx for translation to additional languages.

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.
Resolving tech issues; supplies for students	Daily	AP, Family Worker, Parent Coordinator attend to families' technology issues using English or Spanish, or using OTP interpretation, as needed.
Parent-teacher conferences	2 times per year	Spanish-speaking staff assigned to classes or grades in advance; OTP interpretation used for additional languages; LACs send OTP information ahead of conferences as a reminder.
Parent engagement	Daily	AP, Family Worker, Parent Coordinator, and School Social Worker are available to assist teachers with Spanish/English interpretation during parent engagement time. For additional languages, OTP services are used.
Middle school articulation and application assistance	Daily (Oct-Feb)	School Social Worker and Family Worker provide Spanish/English interpretation; Geneva Worldwide is used for interpretation of other languages.
Parent workshops	2+ times per month	School Social Worker, AP, Pupil Accounting Secretary, and Parent Coordinator provide Spanish/English interpretation at the workshops; Geneva Worldwide is used for interpretation of other languages.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of a school-wide emergency, our Pupil Accounting Secretary and School Administrators (principal and assistant principals) are instrumental in communicating with limited-English-proficient families as they will send out a message promptly via Sonarcloud. This service also allows for translation to languages besides English and Spanish.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	In addition to the Pupil Accounting Secretary and School Administrators, our Parent Coordinator who is English/Spanish bilingual would also be required to support communication in the event of an emergency, especially a student-specific event. Furthermore, our school nurse is English/Spanish bilingual and can communicate with the majority of families given a student-specific emergency. For families that speak languages other than English or Spanish, Over-the-Phone Interpretation will be used for efficient and effective communication in the parent's preferred oral language.
(C) If a parent has an emergency and needs to contact the school.	The Pupil Accounting Secretary or Parent Coordinator answers the phone; both have been trained on the use interpretation services, such as Over-the-Phone interpretation, by the Language Access Coordinator. The Pupil Accounting Secretary and Parent Coordinator also have access to the RAPL, which can be used to cross-check the student name and parents' preferred language(s).

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	Language Access (LA) training with all staff members in the Fall
Over-the-Phone Interpretation Desk Aid	LA training in the Fall; sent again before parent-teacher conferences
Language Access Handbook	LA training with all staff members in the Fall
T&I Unit InfoHub Link	LA training with all staff members in the Fall

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).	Our school will ensure that all staff members are aware of the goal of Chancellor's Regulation A-663 by informing them that limited-English-speaking parents must be provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. This information will be disseminated by the P.S. 91 Language Access Coordinators at our first staff meeting in early September 2021. At that time, the Language Access Coordinators will distribute and review Chancellor's Regulation A-663. Faculty will be given the Over-the-Phone Interpretation phone number and code for our school to be used by DOE employees only. Staff will also receive a brief overview of other language access services and resources, including the Language Access Handbook and T&I Unit InfoHub Link, and review how/when to appropriately use the various services and resources provided during the training. The Language Access Coordinators will follow up with staff members and check in with them throughout the year to ensure that communication with parents is always in their preferred language(s). Furthermore, in the past, District 10's Field Language Access Coordinator has made a presentation about language access to the entire staff at P.S. 91, and this is something we plan on doing again in the 2021-22 school year.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ▪ 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	Our school will make parents that cannot communicate in English aware of their right to receive information by posting and disseminating all pertinent information in their preferred languages. Specifically, the multilingual poster is posted in the main entrance of the school, near the main office, and near the entrance of the mini-building (kindergarten); the Language Identification Guide to help determine the language spoken by a parent is located near the security desk in the main entrance and the counter of the main office; and "I Speak" cards are readily available for parents at the security desk and main office. Furthermore, when parents register their children at our school, we provide interpretation to their preferred language (either in person or over-the-phone), orally inform them of their rights to language access throughout their children's education, and provide them with the Parent's Guide to Language Access and NYC Public Guidebook. Lastly, information about language access for parents is available in multiple languages on the school's website, which can be automatically translated to any language covered by Google Translate. These resources and protocols that we have in place will ensure that P.S. 91's limited-English-proficient parents are aware of their right to receive information in their preferred language.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	Our school will use the information gleaned from the Home Language Identification Survey (HLIS) and RCPL report in ATS to determine parents' language preferences. It is in these preferred languages that parents will receive both oral and written communication from the school. In order to gather feedback from parents on the quality and availability of these translation and interpretation services, we will refer to an in-house parent survey, which will be distributed (by the Parent Coordinator/Language Access Coordinator) in parents' preferred languages each spring via Google Forms. Information from these surveys will help us determine our parents' needs and how/if they are being met in a timely manner. Feedback is also gathered through the parent members of the school's SLT team and the PTA, many of whom are limited-English-proficient parents.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	The primary feedback for improving language services that P.S. 91 has received is as follows: to continue to provide interpretation services at all events; and to continue to provide T&I services to parents of 5th-graders throughout the middle school application process.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	P.S. 91 Bronx
DBN:	10X091
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:	36
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3

# of content area teachers:	0
Describe the direct instruction supplemental program here and include the ■ 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.S. 91 currently has 438 active students, 211 of whom are English Language Learners (ELLs). The April 2022 EDAT shows Out of the ELL population, 0.9% of students have been identified as having an at-risk level 3 or greater via in-house data analysis using early warning ('at-risk') indicators (i.e., SIFE, 4+ years of service, and/or scored a level 1 on ELA Exam). Student selection for the Title III Direct Supplemental Program will be targeted toward this 'at-risk' subgroup, particularly in grades 3-5. In this way, the goal of the Title III program is to provide catered supplemental instruction to at-risk ELLs in order to address the achievement gap. This aligns directly with our school equity goal. The students who will be invited to the program are in grades 3-5, and the three instructors will be TESOL-certified. In the event that three TESOL teachers are not able to participate in the program, content teachers will teach in collaboration with a TESOL teacher. Therefore, instruction will be provided in English by qualified pedagogues with backgrounds in culturally- and linguistically-diverse students; Spanish may be used by bilingual staff, as appropriate, for beginner-level learners in the program. The materials that will be used include: teacher-created resources from online bilingual resources (e.g., News ELA in Spanish, Brain Pop Spanish, etc.) and the curriculum used for HLA instruction in TBE classrooms, which is Arriba La Lectura. With these resources, the teachers will be able to leverage students' L1, promoting biliteracy and thereby boosting student confidence. Though the direct instruction supplemental program will take place in person, the students will use their iPad devices and the teachers will use digital platforms, such as Google Classroom, to organize and share materials with students. Importantly, the aforementioned resources are available digitally, allowing for flexibility in the delivery of instruction. The anticipated start date for the program falls on Tuesday, October 19, 2021, and the program will run two days a week on Tuesdays, Wednesdays and Thursdays for one hour and a half per day (2:30-4:00pm) until May 2022 for a total of 75 sessions. Teachers will also be afforded one hour of planning time each week.
Rationale	P.S. 91 currently has 438 active students, 211 of whom are English Language Learners (ELLs). The April 2022 EDAT shows Out of the ELL population, 0.9% of students have been identified as having an at-risk level 3 or greater via in-house data analysis using early warning ('at-risk') indicators (i.e., SIFE, 4+ years of service, and/or scored a level 1 on ELA Exam). Student selection for the Title III Direct Supplemental Program will be targeted toward this 'at-risk' subgroup, particularly in grades 3-5. In this way, the goal of the Title III program is to provide catered supplemental instruction to at-risk ELLs in order to address the achievement gap. This aligns directly with our school equity goal.
Subgroups and grade levels of students to be served	The students who will be invited to the program are in grades 3-5, and the three instructors will be TESOL-certified. In the event that three TESOL teachers are not able to participate in the program, content teachers will teach in collaboration with a TESOL teacher. Therefore, instruction will be provided in English by qualified pedagogues with backgrounds in culturally- and linguistically-diverse students; Spanish may be used by bilingual staff, as appropriate, for beginner-level learners in the program. The materials that will be used include: teacher-created resources from online bilingual resources (e.g., News ELA in Spanish, Brain Pop Spanish, etc.) and the curriculum used for HLA instruction in TBE classrooms, which is Arriba La Lectura. With these resources, the teachers will be able to leverage students' L1, promoting biliteracy and thereby boosting student confidence.
Schedule and duration	Though the direct instruction supplemental program will take place in person, the students will use their iPad devices and the teachers will use digital platforms, such as Google Classroom, to organize and share materials with students. Importantly, the aforementioned resources are available digitally, allowing for flexibility in the delivery of instruction. The anticipated start date for the program falls on Tuesday, October 19, 2021, and the program will run two days a week on Tuesdays, Wednesdays and Thursdays for one hour and a half per day (2:30-4:00pm) until May 2022 for a total of 75 sessions. Teachers will also be afforded one hour of planning time each week.
Language of instruction	English with home language supports
Number and types of certified teachers	the three instructors will be TESOL-certified. In the event that three TESOL teachers are not able to participate in the program, content teachers will teach in collaboration with a TESOL teacher. Therefore, instruction will be provided in English by qualified pedagogues with backgrounds in culturally- and linguistically-diverse students; Spanish may be used by bilingual staff, as appropriate, for beginner-level learners in the program.
Types of materials	The materials that will be used include: teacher-created resources from online bilingual resources (e.g., News ELA in Spanish, Brain Pop Spanish, etc.) and the curriculum used for HLA instruction in TBE classrooms, which is Arriba La Lectura. With these resources, the teachers will be able to leverage students' L1, promoting biliteracy and thereby boosting student confidence.

Include any additional details here:	N/A
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,3,4,5

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider	Given the current circumstances, it is essential that the professional development program for Title III Program teachers is focused on trauma-informed instruction.
Rationale	The rationale behind this is to establish a safe space for ELLs to learn and grow after a tumultuous year due to COVID-19. Therefore, it is most effective and efficient to provide teachers participating in these programs with appropriate training so that they are equipped with the knowledge about how to take a trauma-informed approach to second language (L2) instruction. Furthermore, it is also crucial that other teachers who provide instruction and services to ELLs receive high-quality training in the same area.
Teachers to receive training	That is to say, under the current circumstances, all teachers of ELLs would benefit the most from professional development regarding trauma-informed instruction.
Schedule and duration	One way in which Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs will receive such training is through Transforming Education's 120-minute professional development session.
Topics to be covered	Given the current circumstances, it is essential that the professional development program for Title III Program teachers is focused on trauma-informed instruction.
Name of provider	This PD is facilitated by ENL and TBE teacher leaders in collaboration with the assistant principal.
Include any additional details here:	This training comes with a free toolkit that teachers can use throughout the school year. This PD is of no cost to Title III LEP.

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	In the 2022-2023 school year, some student assignments (e.g., homework) and parental engagement activities will remain online. Therefore, it is imperative that parents receive training on navigating technology in the school sphere. For that reason, workshops focused on navigating technology will be frequently offered early on in the year in September and October, as well as throughout the year as needed. Multiple staff members will participate in these workshops, including but not limited to the Parent Coordinator, Social Worker, Instructional Coaches, and ELL Coordinator/Language Access Coordinator; the majority of these staff members of Spanish-English bilingual. Additionally, to facilitate the transition back to the building, socioemotional learning workshops will be offered to parents so that they can support their children in returning to normalcy after a global pandemic. These socioemotional learning workshops will be co-facilitated by the school's Guidance Counselor and Social Worker, the latter of whom is Spanish-English bilingual. Furthermore, parents will be afforded the opportunity to have their voices heard during regular townhall meetings. Multiple staff members such as the School Administrators, Parent Coordinator, and some teachers attend these town halls to show their solidarity with families and have open, transparent conversations. We will also host various fun workshops for families to build community, bond family members, and encourage stress relief. These include art workshops hosted by our (bilingual) art teacher, as well as dance and exercise workshops hosted by our dance and gym teachers. Additionally, workshops addressing how to support students in different academic areas at home will be provided by appropriate pedagogues in our school. For example, parent strategies for supporting ELLs with the Core Knowledge Language Arts (CKLA) reading/writing program used for ELA instruction will be provided collaboratively by instructional coaches and ELL Coordinator. We also plan on introducing the Next Generation Learning Standards to our parents during one of our free workshops. The above described activities will be at no cost to Title III LEP funding because they will be provided by in-house staff. Language access services will be provided, as needed, using over-the-phone interpreters and/or in-person interpretation services. Language access services will also be used to provide translated invitations to our linguistically diverse parents via Sonar Cloud and the School Website. Parents who are signed up for Class Dojo will also receive notifications through the Class Dojo app from the child's classroom teacher. The activities will be scheduled at times that are convenient for parents according to a survey sent out in the 2020-2021 school year. Nearly all activities last from one to two hours. Attendance for the activities will be taken via Zoom reports or Google Meet Attendance Add-on, if a video conferencing platform is used to host the activity virtually. For in-person activities, a sign-in sheet will be used to track attendance. Finally, P.S. 91 will also be using Title III funding for parent activities. Specifically, the funding will be used to hire an external company, Materials for the Arts (MFTA), who will be providing parent workshops. These sessions will also be scheduled at convenient times for parents and be brought to their attention via Sonar Cloud, Class Dojo, and our school website in accessible languages. Translation and interpretation will be made available when necessary. Agendas and sign-ins will be kept on file.
Rationale	In the 2021-2022 school year, some student assignments (e.g., homework) and parental engagement activities will remain online. Therefore, it is imperative that parents receive training on navigating technology in the school sphere.
Schedule and duration	For that reason, workshops focused on navigating technology will be frequently offered early on in the year in September and October, as well as throughout the year as needed. Multiple staff members will participate in these workshops, including but not limited to the Parent Coordinator, Social Worker, Instructional Coaches, and ELL Coordinator/Language Access Coordinator; the majority of these staff members of Spanish-English bilingual.
Topics to be covered	Additionally, to facilitate the transition back to the building, socioemotional learning workshops will be offered to parents so that they can support their children in returning to normalcy after a global pandemic. We will also host various fun workshops for families to build community, bond family members, and encourage stress relief. These will include art workshops hosted by our (bilingual) art teacher, as well as dance and exercise workshops hosted by our dance and gym teachers. Additionally, workshops addressing how to support students in different academic areas at home will be provided by appropriate pedagogues in our school. For example, parent strategies for supporting ELLs with the Into Reading reading/writing program used for ELA instruction will be provided collaboratively by instructional coaches and ELL Coordinator. We also plan on introducing the Next Generation Learning Standards to our parents during one of our free workshops.
Name of provider	These socioemotional learning workshops will be co-facilitated by the school's Guidance Counselor and Social Worker, the latter of whom is Spanish-English bilingual.

How parents will be notified of these activities	Furthermore, parents will be afforded the opportunity to have their voices heard during regular townhall meetings. Multiple staff members such as the School Administrators, Parent Coordinator, and some teachers attend these town halls to show their solidarity with families and have open, transparent conversations.
Include any additional details here:	The above described activities will be at no cost to Title III LEP funding because they will be provided by in-house staff. Language access services will be provided, as needed, using over-the-phone interpreters and/or in-person interpretation services. Language access services will also be used to provide translated invitations to our linguistically diverse parents via Sonar Cloud and the School Website. Parents who are signed up for Class Dojo will also receive notifications through the Class Dojo app from the child's classroom teacher. The activities will be scheduled at times that are convenient for parents according to a survey sent out in the 2020-2021 school year. Nearly all activities last from one to two hours. Attendance for the activities will be taken via Zoom reports or Google Meet Attendance Add-on, if a video conferencing platform is used to host the activity virtually. For in-person activities, a sign-in sheet will be used to track attendance. Finally, P.S. 91 will also be using Title III funding for parent activities. Specifically, the funding will be used to hire an external company, Materials for the Arts (MFTA), who will be providing parent workshops. These sessions will also be scheduled at convenient times for parents and be brought to their attention via Sonar Cloud, Class Dojo, and our school website in accessible languages. Translation and interpretation will be made available when necessary. Agendas and sign-ins will be kept on file.

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 (CONCEPTUALLY CONSOLIDATED)
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

Part 2: All Title I Schools

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.	

Part 4: Schoolwide Program (SWP)

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.).	

Part 5: "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

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.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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