2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	11X112
School Name	P.S. 112 Bronxwood
Principal	Andrea Tucci

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
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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:	The Bronxwood School

District Borough Number (DBN):	11X112

Grades Served:	Pre-K to 5

School Address:	1925 Schieffelin Ave Bronx NY 10466

Phone Number:	(718) 654-6377

Fax:	7186546378

School Contact Person:	Andrea Tucci

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

Principal:	Andrea Tucci

United Federation of Teachers (UFT) Chapter Leader:	Celestine Clee

Parents' Association President:	Jennifer Barreria

SLT Chairperson:	Quam Jones

Title I Parent Advisory Council Chairperson (PAC):	Julissa Jimenez

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

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

Community Based Organization (CBO) Representative:	Tiffany Daniels

School-Based Students in Temporary Housing (STH) Liaison:	Nancy Gomez

District Information

Geographic District:	District 11

Superintendent:	Cristine Vaughn

Superintendent's Office Address:	1230 Zerega Ave, Bronx, NY 10462

Superintendent's Email Address:	cvaugha2@schools.nyc.gov

Phone Number:	(718) 654-6377

Fax:	7186546378

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	
Andrea Tucci	Principal or Designee*		
Celestine Clee	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jennifer Barriera	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
	District Council 37 (DC 37) Representative (staff), if applicable		
Lakisha Smith	Title I Parent Advisory Council Chairperson (or alternate)		
	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
Tiffany Allen	CBO Representative, if applicable		
Quam Jones	Member/Teacher		
Shajeda Brown	Member/Paraprofessional		
Latoya Walker	Member/Teacher		
Glori Ortiz	Member/Parent		
	Member/Parent		
Vickesiha Bailey	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:	Good Standing

Provide your school's mission statement:	Bronxwood Community School 112, serves students in 3Kindergarten through Grade 5. Our school is located in the Edenwald section of the Bronx. We are truly a community school as our teachers and administrators have built strong partnerships with our families and the greater community. As a community school we reach our scholars through a rich combination of academic support, enrichment activities, health and mental health services, adult education classes, and much more. At Bronxwood Community School we believe that students become more dedicated to their learning when students are provided with a supportive and loving school environment.

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.	The Bronxwood School is located in the heart of the Edenwald section of The Bronx. Demographically, our population represents the families who live here, with Blacks constituting 47% of our school population, Hispanic or Latinx 52%, and White 1%. Many of our children have parents and even grandparents who attended this school, some of whom taught by teachers are still on staff here. Because of this enduring tie, the school is in the unique position of knowing the needs of the families because essentially, they are us. We work hard to meet their needs, not as a matter of philanthropy, or altruism, but because in doing so, we maintain who we are and what we represent, the heart of Edenwald. We have an operational Food Pantry that provides foods, household products, and personal hygiene materials to those who have children attending. We have a partnership with the YMCA, which has an office in our building and supplies outreach and activities for the children and their families to engage. This partnership will expand to include having our students obtain access to a brand new YMCA center a mere two blocks away. We have a free dental program here, allowing children to have their teeth examined and families notified of care needed. We even have a Vision Screening program in which eyeglasses are provided free of charge. Our After School program provides tutoring and homework help along with safe, fun activities designed to extend the school day for families who need it. We address the needs of our parents as well, offering throughout the year parent specified workshops, job fairs, and child rearing symposiums designed to offer assistance to new parents and grand families where grandparents are raising their grandchildren. These things are done not as a matter of charity, but of necessity to continue being the reason we were founded, to be the heart of Edenwald.

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	Expeditionary Learning	Writing Curriculum map and guided reading program
Math	Pre k - 5	Eureka/ Engage	Exemplars and Zearn
Science	K-5	Amplify	
Social Studies	K- 5	Passport	

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)
ELA Increase	NYS ELA Exam	Fidelity in teaching practices
ELA Increase	MAP assessment	Fidelity in testing procedures
ELA Increase	TCWRP	Scholars entering without reading foundational skills

Elementary/Middle School ELA 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	24	By May, 2023, Elementary/Middle School ELA for All Students will Increase 4%, from 24 to 28 , as measured by 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	Baseline Data	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		24 %			
NYS ELA State Exam	According to the NYS ELA data students will move from 24% scoring levels 3 and 4 to 28%	NYS ELA Exam	24% scholars will receive high/ high average as determined by MAP NWEA Assessment	28% scholars will receive high/ high average as determined by MAP NWEA Assessment	33% scholars will receive high/ high average as determined by MAP NWEA Assessment

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?)
08/29/2022	09/09/2022	Teacher teams along side the ILT will revisit and develop classroom expectations for all scholars. The summer planning team will clearly provide an outline for all staff to be aware of ELA expectations based of PDSAs from 2022-2023. Teacher teams will create a survey for staff around ideas of PD and areas of interest. LLI PD and protocols will be developed.
09/12/2022	09/30/2022	ILT will engage in conversations with grade levels and then vertical conversations to discuss grade level expectations. All scholars in grades K-2 will participate in Acadience baseline assessment. All scholars in grades 3-5 will participate in baseline MAP assessment. All scholars in grade K-5 will participate in the baseline TCWRP assessment. ILT will create a professional development calendar based on understanding the priority standards, MAP/Acadience assessment and instruction and ELA walk throughs.
10/01/2021	10/28/2022	Data talks with teachers around BOY Data and goals. Creation of small groups of scholars to receive direct instruction based on data gained from Acadience assessment and TCWRP in grade k-2. Instructional walk through for baseline data to inform professional learning. Begin RTI Tier 3 process based on data gathered from screeners and on scholars not making gains with first cycle of LLI. Grade level team will participate actively in the inquiry cycle, meeting bi weekly with the grade and including the equity team findings around inequalities presented in the curriculum. The first inquiry cycle will conclude before holiday break.
11/01/2022	11/30/2022	Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Professional development around 3d- and finding from learning walk. Assess AIS morning group for regrouping purposes, at conclusion of 6 week cycle which began 10/1/2022.
12/01/2022	12/23/2022	Pacing calendar modified to address the gaps found around the priority standards. Professional development around 3d- and findings from learning walk. Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps.

<u>**Action Planning - February to June**</u>

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?)
01/03/2023	01/31/2023	Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Provide continual professional development for staff based on interest and preparation for 2022-2023. Professional development around 3d- and findings from learning walk. PD will continue of ELA practices and curriculum. Assess AIS morning group for regrouping purposes, at conclusion of 6 week cycle which began mid November. Grade level team will participate actively in the inquiry cycle, meeting bi weekly with the grade and including the equity team findings around inequalities presented in the curriculum. The second inquiry cycle will conclude before April break.
02/01/2023	02/28/2023	ILT will engage in mid year conversations with grade levels and then vertical conversations to discuss the years work. All scholars in grades K-2 will participate in Acadience MOY assessment. All scholars in grades 3-5 will participate in MOY MAP assessment. All scholars in grade K-5 will participate in the MOY TCWRP assessment. Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Provide continual professional development for staff based on findings from learning walk and ELA practices and curriculum.
03/01/2023	03/31/2023	Data talks with teachers around MOY Data and goals. Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Provide continual professional development for staff based on interest and preparation for 2022-2023. Professional development around 3d- and findings from learning walk. PD will continue of ELA practices and curriculum. Assess AIS morning group for regrouping purposes, at conclusion of 6 week cycle which began mid November. Planning for school year 2022-2023 will begin with strategic teams.
04/03/2023	04/28/2023	Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Planning for school year 2022-2023 will begin with strategic teams. Provide continual professional development for staff based on interest and preparation for 2022-2023. Professional development around 3d- and findings from learning walk. PD will continue of ELA practices and curriculum.
05/01/2023	05/31/2023	Targeted instructional walk through on implementation of best practices from professional development as teachers implement feedback and next steps. Provide continual professional development for staff based on interest and preparation for 2022-2023. Professional development around 3d- and findings from learning walk. PD will continue of ELA practices and curriculum. All scholars in grades K-2 will participate in Acadience EOY assessment. All scholars in grades 3-5 will participate in EOY MAP assessment. All scholars in grade K-5 will participate in the E OY TCWRP assessment. Assess AIS morning group for regrouping purposes, at conclusion of 6 week cycle which began mid November. Planning for school year 2022-2023 will begin with strategic teams.
06/01/2023	06/24/2022	End of year data talks with teachers around BOY Data and goals. The summer planning team will revisit the SY data, identify trends, glows/grows of the inter-visitations. ILT and summer planning team will create a professional development plan for educators inclusive of interpreting data from MAP assessment, priority standards, and gaps in instruction using data for small group instruction/individualized teaching.

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)
11/07/2022	11/11/2022	ELA PD for families around understanding the curriculum and expectations.	YMCA
03/14/2023	03/14/2023	Preparing for ELA State Exams with families and scholars.	YMCA
06/02/2023	06/08/2023	ELA Fun Night	YMCA

Human Resources	Teacher Teams and Per session opportunities
Instructional Resources	Expeditionary learning, Writing Maps, LLI and FUNdations
Schedule Adjustments	Strategic planning for ELA blocks and planning
Other Resources Needed	n/a

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Math	NYS MATH Scores	Fidelity in teaching practices
Math	MAP assessment scores	Teaching of foundational practices.

Elementary/Middle School Math 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	20	By June, 2023, Elementary/Middle School Math for All Students will Increase 4 percent %, from 20 to 24, as measured by NYS Math Scores .

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 2019			
NYS Math Scores	Increase by 4 percent	20 percent of scholars receiving levels 3 and 4	17% scholars will receive high/ high average as determined by MAP NWEA Assessment	20% scholars will receive high/ high average as determined by MAP NWEA Assessment	23% scholars will receive high/ high average as determined by MAP NWEA Assessment

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/07/2022	Teacher teams along side the ILT will revisit and develop classroom expectations for all scholars. The summer planning team will clearly provide an outline for all staff to be aware of math expectations based of PDSAs from 2022-2023.Math problem solving protocols and problems will be calendared and provided to staff. AIS/RTI list from 2021-2022 SY will be analyzed and groups created to address pre-requisites and Priority Standards.
09/12/2022	09/26/2022	Professional development on implementation of Prerequisite Standards into planning, pacing and protocols.
10/06/2022	10/13/2022	Instructional walk throughs on implementation of best practices from professional development as teachers implement during week giving glows and grows as feedback and next steps.
10/24/2022	10/31/2022	ILT meets to discuss gap analysis and priority standard based on the Fall MAP and BOY Eureka Benchmark.
11/14/2022	11/28/2022	Professional development based on gap analysis and action plan.
12/05/2022	12/19/2022	Instructional walk throughs on implementation of best practices from professional development as teachers implement during week giving glows and grows as feedback and next steps.
01/03/2023	01/06/2023	ILT meets to discuss results of learning walk and determine next steps for staff development.
01/09/2023	01/12/2023	Results of the learning shared with staff to prepare for data meetings for PLC's.
01/17/2023	01/19/2023	Pacing calendar modified to address the gaps found around the priority standards.
01/23/2023	01/27/2023	Instructional walk throughs on implementation of best practices from professional development as teachers implement during week giving glows and grows as feedback and next steps.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/03/2023	ILT and math team will monitor growth in regards to CEP goal, reflect on previous action steps.
02/06/2023	02/09/2023	ILT meets to discuss gap analysis and priority standard based on the Winter MAP and BOY Eureka Benchmark.
02/13/2023	02/16/2023	Math team and ILT will survey staff around math next steps and areas of interest. Equity team will begin introducing math talks into their conversations around inequalities and closing the gap.
02/27/2023	03/03/2023	Data talks with teachers around progress and/or lack of progress using Winter MAP and MOY Math Benchmark Assessments data points.
03/06/2023	03/17/2023	Grade level team will participate actively in the inquiry cycle, meeting bi weekly with the grade and including the equity team findings around inequalities presented in the curriculum. The first inquiry cycle will conclude before winter break.
03/20/2023	03/24/2023	Instructional walk throughs on implementation of best practices from professional development as teachers implement during week giving glows and grows as feedback and next steps.
03/27/2023	03/31/2023	Debrief Feedback, noticings and wonderings around the instructional walk throughs.
04/03/2023	05/05/2023	Begin third inquiry cycle beginning with identifying gaps based on data talks with staff and the end of the first inquiry cycle. Data talks with teachers around progress and/or lack of progress using MAP data points.
05/08/2023	05/11/2023	Professional development based on gap analysis and action plan.
05/05/2023	06/02/2023	Grade level teams will continue to work on inquiry cycle based on Map data.
06/05/2023	06/09/2023	Instructional walk throughs on implementation of best practices from professional development as teachers implement during week giving glows and grows as feedback and next steps for 2023-2024SY
06/12/2023	06/23/2023	The summer planning team will revisit the SY data, identify trends, glows/grows of the inter-visitations. ILT and summer planning team will create a professional development plan for educators inclusive of interpreting data from MAP assessment, priority standards, gaps in instruction using data for small group instruction/individualized teaching and 5 Practices.

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)
10/11/2022	10/31/2022	Professional Learning around math expectations for families	YMCA
03/21/2022	03/25/2022	Math Week	YMCA

Human Resources	Teacher teams Per session for Saturday and after
Instructional Resources	Euerka Math, Zearn, Exemplars
Schedule Adjustments	Strategic scheduling around teams
Other Resources Needed	n/a

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data

source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increased parent involvement	NYC School Survey	Families don't seem to want to attend events at the school or virtually.
Teacher to Teacher Trust	NYC School Survey	The educators do not feel as though their peers will hear their ideas or they do not trust their peers will be open to their choices. The staff seems disjointed, and divided.
SEL Learning	NYC School Survey	Fidelty of teaching into the programs offered Professional development around program and implementation

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	88	By May, 2023, practices related to Personal Attention & Support will improve 5%, from 88 to 93, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Collaborative & Trusting Relationships	82	By May, 2023, practices related to Personal Attention & Support will improve 8%, from 82 to 90, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Safety & Restorative Approaches to Behavior	81	By May, 2023, practices related to Social-Emotional Support will improve 7%, from 81 to 88, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data Spring 2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
survey responses	parent involvement in school wide activities	10%	increase of 4% of families attending meetings	increase of 6% of families attending meetings	increase of 10% of families attending meetings
Teacher to teacher trust	The responses to this question on the staff survey	82%	School created Survey to staff asking this question in early October hoping for 82% positive thinking about trust	School created Survey to staff asking this question in early October hoping for 90% positive thinking about trust	School created Survey to staff asking this question in early October hoping for 82% positive thinking about trust
Social-Emotional Survey Question	Survey responses	81%	Baseline school-created survey to assess needs. looking for an increase to 83% staff feeling equip to teach these skills to students.	Baseline school-created survey to assess needs. looking for an increase to 85% staff feeling equip to teach these skills to students.	Baseline school-created survey to assess needs. looking for an increase to 88% staff feeling equip to teach these skills to students.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/30/2022	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Outdoor carnival events, Family trips sponsored by CBO, Pizza offered for completed surveys, Targeted outreach for two largest classes, raffle for each completed survey gives an opportunity to win a prize. Back to school event Create family survey- times, days and interest for workshops. Calendar of yearly events and celebrations. Teacher to Teacher Trust: ILT will create back to school PD to build teacher trust. ILT will create survey for PD to calendar the school year. CBO will create school wide birthday calendar SEL: Back to school pep rally around BEAR Pride and School Wide Expectations Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space)
10/03/2022	10/31/2022	Family Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Plan and implement a series incentives to encourage families to complete the surveys. Book o Ween celebration in the school yard. Teacher to teacher trust: ILT will increase professional Development opportunities inside and outside of the building based on the educators' needs and interest levels to promote the implementation of new ideas, next generation standards and new pedagogy to promote quality education. Weekly focused ILT meetings Instructional walks will begin inclusive of teachers around Math and ELA. SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space)
11/01/2022	11/30/2022	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Multicultural Luncheon for Families Teacher to Teacher Trust: Thanksgiving pot luck organized by staff Professional Development Day inclusive of wellness events Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space)
12/01/2022	12/30/2022	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Winter Wonderland Craft Day for families Teacher to Teacher Trust: Holiday Party determined by staff vote Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space) Development of student clubs ran by staff
01/02/2023	01/31/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Talent Show for families ELA and Math Pep Rally for families. Teacher to Teacher Trust: Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space) Student Friday Clubs

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	02/28/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Valentines Day Dance Teacher to Teacher Trust: Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space) Student Friday Clubs
03/01/2022	03/31/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Family Game Night Teacher to Teacher Trust: Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space) Student Friday Clubs
04/03/2023	04/28/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Movie Night for families Teacher to Teacher Trust: Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Mindfulness Videos (Reboot and Head Space) Student Friday Clubs Daily
05/01/2023	05/31/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Career Day and Field Day Teacher to Teacher Trust: Instructional walks inclusive of teachers around Math and ELA. Weekly focused ILT meetings SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space)
06/01/2023	06/30/2023	Parent Involvement: Class dojo, the school website and robo calls will be utilized to ensure that families are keep up to date regarding school wide events. Community Forum- End of year celebration Teacher to Teacher Trust: Wellness Retreat End of year celebration Party determined by staff vote SEL: Daily Kindness Pledge Daily Mindfulness Videos (Reboot and Head Space)

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)
09/05/2022	12/30/2022	Back to school events Teacher Events Intro new SEL program	YMCA
01/03/2023	05/31/2023	End of school events Teacher Events and celebrations	YMCA

Human Resources	Staff teams, Allocation of monies for successful family events, YMCA partnership for family kick offs.
Instructional Resources	SEL, Sanford and Harmony, Restorative Practices
Schedule Adjustments	Strategic planning for teams to meet
Other Resources Needed	n/a

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Chronically absent students	2022-2023 New Visions Portal	Asthma
Chronically absent students	2022-2023 Insight	Temporary Housing
Chronically absent students	2022-2023 New Visions Portal	COVID concerns

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	53%	By June, 2023, Chronic Absenteeism for All Students will Decrease 10%, from 53% to 43%, as measured by New Vision Portal and Insight.

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 24, 2023			
The tool utilized to measure Chronic Absenteeism for all scholars is The New Visions portal and Insight.	The key performance indicator is the student attendance rate for all scholars. C.S. 112 is committed to improving our students' Academic/Social emotional outcomes via attendance improvement. Through daily monitoring of attendance and providing targeted interventions and incentives, we will meet and exceed our benchmark for the 2021-2022 attendance school year. Our goal will be accomplished by strengthening the home/school connection through parental involvement and activities.	53%	49%	46%	43%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/30/2022	The Attendance Coordinator will create an attendance team. The first step will be to look at the previous school year data and set an agenda that will target students with attendance concerns. Attendance Coordinator will conduct parent attendance workshops. School aide staff is assigned to a designated grade to assist in daily calls to address attendance concerns. Parent outreach logs completed by teachers and collected weekly. Attendance data board in main lobby of school. Monthly attendance certificates for perfect attendance. School messenger messages for scholars that are absent.
10/03/2022	10/31/2022	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program will begin. Mentors will meet biweekly to share data and brainstorm ideas for attendance improvement. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. The Response to Intervention triangle Tiers 1-3 will be utilized to track students based on attendance trends. October Attendance Challenge- scholars will engage in a monthly challenge to come to school every day. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
11/01/2022	11/30/2022	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Student level trends will be tracked in chronically absent students. The team will review and discuss absences and direct appropriate support to students and families. Home visits will be recommended for chronically absent students according to the data from new visions portal. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. November Attendance Incentive-Dance Party for perfect attendance in November. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
12/01/2022	12/31/2022	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. December Attendance Challenge: Ice Skating Trip for scholars with 100% attendance in December. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
01/03/2023	01/31/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. January Attendance Incentive: Game show in school for all scholars that have 100 percent attendance in January. scholars with 100% attendance in December. Monthly attendance certificates for perfect attendance. School messenger messages for scholars that are absent.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. <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?)
02/01/2023	02/28/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. February Attendance Incentive: Valentine's Day Crafts in the gym. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
03/01/2023	03/31/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. March Attendance Challenge: Chuck E Cheese and Dave and Busters Trip for 100 percent attendance. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
04/03/2023	04/28/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. April Attendance Incentive: Scholars with 100% attendance will celebrate Spring Activities Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.
05/01/2023	05/31/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Letters will be sent to all families with attendance concerns, along with flyers to remind families of attendance expectations. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. May Attendance Incentive: Paint Day for all scholars with100 percent attendance in April. School messenger messages for scholars that are absent. Monthly attendance certificates for perfect attendance
06/01/2023	06/27/2023	Weekly attendance meetings with team to discuss trends and actionable next steps. Success mentor program. Mentors will contact families and touch base with scholars. Program will wrap up with the end of year breakfast. Family attendance meeting with CBO and School community, to refresh families on the importance of scholars being in school every day. The Response to Intervention triangle Tiers 1-3 will continue to be utilized to track students based on attendance trends as well as letters will be sent to all families with attendance concerns and expectations. YMCA camp trip for scholars with 100 percent for the year. Monthly attendance certificates for perfect attendance School messenger messages for scholars that are absent.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/23/2023	Success Mentor Daily Calls Weekly Meetings	YMCA
09/12/2022	06/23/2023	Flyers Letters Monthly Mentor Meetings Attendance trips	YMCA

Human Resources	YMCA Staff, Success Mentor (school staff)
Instructional Resources	Insight and New Vision trainings, SEL curriculums
Schedule Adjustments	Strategic scheduling for mentors
Other Resources Needed	n/a

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)
Understanding the Effect of Disability and its use as a rationale for the IEP and how it impacts the Scholars ability to participate in the general education curriculum. Educational benefit not outlines.	IEP Review Data #24: Effect of Disability Provides Rationale for IEP	According to the IEP dashboard report, 50% of IEPs provided appropriate rationale for the effect of disability and how it impacts the ability of the scholar to access the general education curriculum. However, 25% of the IEPs analyzed somewhat demonstrated how the effect of disability impacts the scholars ability to participate in the general education curriculum using general terms. The remaining 25% did not provide a rationale that explicitly states how the disability is impacting the how the scholars is accessing the general education curriculum. This data shows that the statements did not reflect the scholars disability and how it impacts their ability to gain access to the curriculum. Since the general statements presented in this section did not reflect the unique needs of the scholars, it was difficult to identify how SDI would have been created to address the unique needs. The root cause is attributed to lack of a sustainable system that would allow for feedback and peer-peer edits. Another cause is not providing a refresher course on Impact of Disability and its relation to how the unique needs of the scholars are should be described within this section of the IEP.
Creating narrative comparisons using yearly assessment data as a way to describe scholar progression towards annual goals.	IEP Review Data #21: Comparative Analysis of Data	According to the IEP dashboard report, 50% of IEPs showed sufficient evidence of the comparative analysis of the demands of the general education standards and the unique needs of the individual student. Teachers were able to incorporate assessment data from across two years, however, there was no narrative to accompany the data to demonstrate the growth or progress of the scholar. The root cause of this was a lack of a sustainable system that allowed for peer-peer edits and feedback. Another root cause was the lack of understanding regarding how the analysis of these data points explains the progress or lack there of over the years. By analyzing these data points, it would be easy to explain to the families whether the scholar has grown or not based on the BOY, MOY and EOY assessments within both content areas. Ex: What score is on-level according to MAP and the individuals performance in relation to their grade and ability and how does their progress relate to that of the prior year.
Use of language in the IEP that reflects student voice.	IEP Review Data: #14A: Reflects Student Voice	According to the IEP dashboard report, 0% of IEPs show evidence that the IEP reflected scholar voice. The root cause of this was that teachers did not phrase the scholars interests, likes and passions using quotation marks or verbiage that indicated the scholar made the statement. The root cause of this was the lack of phrasing of the language within the IEP. There was evidence that the scholars mentioned their preferences however, the way it was documented did not reflect student voice.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All SWDs	50	By May, 2023, to strengthen the quality and implementation of IEPs for All SWDs , we will improve the percentage of IEP reviews showing comparative analysis of student performance as measured by IEP Review Tool (question # 21) by 25%, from 50% to 75%, as measured by IEP Review Data.
All SWD's	0	By May, 2023, to strengthen the quality and implementation of IEPs for All SWD's, we will improve the percentage of IEP reviews reflecting student voice as measured by IEP Review Tool (questions # 14, 15) by 50%, from 0% to 50%, as measured by IEP Review Tool.
all SWD's	25	By May, 2023, to strengthen the quality and implementation of IEPs for all SWD's, we will improve the percentage of rationale for the Effect of Disability (question #24) by 25%, from 25% to 50%, as measured by IEP Review tool .

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 June 2021	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
IEP Review	Responses to questions 20 a, b, c, d, e	55%	60%	65%	75%
IEP Review Tool	#20 C	0%	9/10-11/12		

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/01/2022	09/07/2022	Quality IEP Systems and Structures	During summer planning, the Sped Team will meet to create a professional development series to refresh teachers around the Effect of Disability and its impact on the creation and alignment of the PLOP, Management Needs and Goals. Future PD will also be developed to provide in-depth explanations around the creation of a quality IEP. In addition, teachers will be provided with a google folder of resources with interest surveys, Effect of Disability, IEP calendar, IEP resource bank, etc...
09/12/2022	09/26/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.	Liaison will meet with the programmer to review the Program Services Report for accuracy at the start of the year and monthly thereafter. Liaison will deliver PD on how to accurately complete the Program Recommendations page of the IEP to reduce errors that result in mismatches i.e. use of other , language of service.
09/12/2022	09/26/2022	Conduct IEP meetings within specified compliance dates	Teachers will be provided with a calendar of IEP dates from Sesis and be notified of the use of the Outlook calendar to ensure compliance dates are followed.
10/24/2022	10/31/2022	Monitor referrals to Special Education to ensure appropriate referrals only	Provide professional development for teachers on RtI Process and MTSS supports to ensure appropriate referrals only. Parent orientation to inform families of supports and systems before referring.
10/24/2022	10/31/2022	Ensure that programs and services mandated on each student's IEP are delivered.	Review of Sesis and SIT team meetings to ensure compliance and services are being delivered.
11/14/2022	11/28/2022	IEP Review Question # 24 Effect of Disability: Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.	PD 2: Effect of Disability and its relation to PLOP, Management Needs and goals. Teachers will dive into the relationship between the specific characteristics (behaviors, learning characteristics) that are exhibited in relation to the classification. Each classification has specific needs that are unique to the disability and should be mentioned within the IEP that explicitly matches the scholar and the disability. The description will include how the needs of the scholars that The description within the PLOP should reflect the unique needs of the scholar within the PLOP will help determine how the Effect of Disability portion is described/completed.
12/05/2022	12/19/2022	Monitor referrals to Special Education to ensure appropriate referrals only.	Remind teachers of the MTSS supports. Create a parent orientation meeting to remind teachers of available services.
01/03/2023	01/06/2023	IEP Review Question # 21: Comparative Analysis of Data	Provide professional development for teachers on how to collect and establish comparative data on the Assessment section of the IEP for both new and current staff members. Weekly office hours will be used to provide 1 to 1 support along with peer reviews.

Start Date	End Date		
01/09/2023	01/12/2023	IEP Review Question # 14/15: Reflect student voice in the IEP	Provide professional development for teachers on how to create and align testing accommodations to student needs and demonstrated throughout the PLOP and accommodations section of the IEP for both new and current staff members. Weekly office hours will be used to provide 1 to 1 support along with peer reviews.
01/17/2023	01/19/2023	Ensure that programs and services mandated on each student's IEP are delivered.	Look over annual IEP's specifically the PLOP and goal section to ensure services provided make sense and are being provided.
01/23/2023	01/27/2023	Conduct IEP meetings within specified compliance dates.	Send out email reminders via Outlook.
02/01/2023	02/03/2023	Develop appropriately rigorous standards-aligned annual goals.	Review the PLOP and Goals via the IEP Review tool and peer to peer edits.
02/06/2023	02/09/2023	Monitor referrals to Special Education to ensure appropriate referrals only.	Review MTSS systems and identify who requires tier 3 services.
02/27/2023	03/03/2023	IEP Review Question # 24 Effect of Disability: Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education.	Teachers will engage in 1 out of 2 rounds of peer edits to practice, analyze and edit their personal IEPs according to the 4 Professional Development Cycles presented.
03/06/2023	03/17/2023	Conduct IEP meetings within specified compliance dates.	Review May/June IEP dates and ensure they have been completed, edited with new data and moved up.
04/03/2023	05/05/2023	Monitor referrals to Special Education to ensure appropriate referrals only.	Identify the Tier 3 scholars, refer if necessary.
05/08/2023	05/11/2023	IEP Review Question # 24 Effect of Disability: Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education.	Teachers will engage in the 2nd round of peer edits to practice, analyze and edit their personal IEPs according to the Professional Development series presented.

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)
09/27/2021	05/31/2022	Parent Workshops around what an IEP is and what that means for their scholar. Meetings to be held through out the year for parents to ask questions and become familiar with the IEP.	YMCA and Parent Corp
09/27/2021	05/31/2022	Parent Back To School Nights to learn how to read their scholars goals and what they can do to see if they are making gains.	YMCA, Parent Corp, Teachers

Human Resources	Collaboration of the SBST , SPED Liaison and PD Team to support Special Education staff with the creation of quality IEPs and the delivery of unique instruction based on the scholar's classification and impact the effect the disability has on allowing access to the general education curriculum. Lead teachers will provide classroom demonstrations of what the specially designed instruction looks like according to the description in the Effect of Disability in the PLOP. Lead teachers will also provide demonstrations on how to provide at risk support for scholars within their classroom setting.
Instructional Resources	Scaffolded/ Differentiation of Expeditionary Learning materials . Use of tiered interventions and programs (S.P.I.R.E, PBIS, LLI, Sanford Harmony) to address the needs of the whole child.
Schedule Adjustments	Adjusted schedules to provide opportunity for common planning time, classroom intervisitation, peer support and modeling.
Other Resources Needed	n/a

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Scholar not reading on grade level	LLI	small group instruction no larger than 6.	during and after school	no
Tier 3	Scholar not reading on grade level and struggling with tier 1 supports.	LLI	small group instruction no larger than 3.	during and after school	no
Tier 2	Scholar not reading on grade level and struggling with tier 1 supports.	S.P.I.R.E	small group instruction no larger than 6.	during and after school	no
Tier 3	Scholar not reading on grade level and struggling with tier 2 supports.	S.P.I.R.E	small group instruction no larger than 3.	during and after school	no
Tier 3	Scholar not reading on grade level and struggling with tier 1 supports.	FOCUS Reading	small group instruction no larger than 3.	during and after school	no
Tier 2	Scholar not on grade level and struggling with tier 1 supports.	FOCUS Math	small group instruction no larger than 6.	during and after school	no
Tier 2	Scholar not reading on grade level and struggling with tier 1 supports.	LEXIA	small group instruction no larger than 6.	during and after school	no
Tier 3	Scholar not on grade level and struggling with tier 2 supports.	FOCUS Math	small group instruction no larger than 3.	during and after school	no

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	IEP/School Psychological Evaluation	Individual Counseling IEP students with disabilities.	one on one	during school	No
Tier 2	Scholars with attendance 80-89%	Success Mentor Program	one on one	during school	no
Tier 3	Teacher/SBST referral	At risk counseling	one to one/group	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.	There are 12 students in temporary housing.

Describe the services you are planning to provide to the STH population.	One of the ways in which CS 112 is planning to service the STH populations and their families is hosting events to get to know every scholar and their families well. We will have a beginning of the year meet and greet to promote building rapport and to get to know the STH liaison This meeting will allow the families to share their concerns and or their barriers which they may be encountering during the beginning of the school year i.e., working iPad, clothing, coats, back packs, school supplies, bussing, metro cards and toiletries and mental health referrals. During this time, parents and students will know the role of Temporary Housing Liaison and how the role service you. The STH Liaison will assist in looking at data and providing supports to families throughout the year based on trends. These meetings will help us to build data driven strategies to support Chronically absent students in Temporary Housing.

Expanded Learning Time (ELT) Support

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

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	N/A

2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	N/A

3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	N/A

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

CS 112 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)
CS 112, 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:	11
Borough:	Bronx
School Number:	11x112

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	Andrea Tucci
Assistant Principal	Dr. Marvin Jennings
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Ms. Mateo
School Counselor	Ms. Ouk
Teacher/Subject Area	
Teacher/Subject Area	Ms. Sia
Parent	
Parent Coordinator	
Related-Service Provider	

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	N/A
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	N/A

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):	400
Total number of current ELLs at your school:	33
Total percentage (%) of current ELLs at your school:	12.12
Total number of former ELLs at your school:	1
Total percentage (%) of former ELLs at your school:	.3

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL)?	No

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)	MLs/ELLs are grouped according to proficiency levels. Based on the proficiency level, MLs/ELLs in integrated classes are seated together. Stand-alone ENL is also based on proficiency level and students travel together as a group. Students receive mandated minutes of stand-alone ENL services.
Integrated English as New Language (ENL)	Integrated ENL is the same as above.

Bilingual Education (If applicable)
 	
    ■ Transitional Bilingual Education (TBE) program
    ■ Dual Language (DL) program
	N/A

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?	As per CR Part 154-2, Entering ELLs are receiving 2 units of study per week for instructional time, Emerging ELLs are receiving 2 units of study per week, Transitioning students receive 1 unit of study per week and Expanding students receive 1 unit of study per 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?	N/A
How is the students' home language integrated into instruction?	N/A

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	At CS 112 87 percent of our ELL scholars are categorized as newcomers , 12 percent are developing, and 25 percent of our ELLs have IEPs. There are no long-term or SIFE ELL scholars. Newcomers are provided with all instructional mandates as per CR 154. ELL scholars are engaged in Expeditionary Learning which is a close reading curriculum designed to allow scholars to read and reread for information. Students also have access to sound sensible and S.P.I.R.E. In order to meet needs of new coming ELL students. All ELL scholars are given access to various computer programs, which are designed to assist ELL scholars and teach to their specific needs. We ensure scholars are immersed in the language in visually rich classrooms.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	None of the scholars at CS 112 are considered long terms ELLs.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	At CS 112 we have 2 scholar that is considered a former ELL. This scholar is immersed in small group reading lessons tailored to their individual needs.
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?	The 2019 data compared to the 2021 data shows increases in most modalities, with special attention paid to the reading modality that saw the largest increase. Although there were increases in all modalities.
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?	The 2021 data shows student performance achievements with a score of 3 on both Math and ELA assessments, and a performance level of Commanding on the NYSESLAT.
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 greatest amount of ELLs performing on the at-risk levels, are those students who did not make any growth on the NYSESLAT 2021. ELL scholars, however, who attend school regularly, tend to make greater gains on the NYSESLAT due to increased opportunities for learning. Our first grade scholars seem to score the lowest on the NYSELAT.
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?	At CS 112, Spanish is the home language with the largest representation of ELLs. Our staff incorporates Spanish during instruction and posting of assignments and announcements on Google Classroom. CS 112 also supports communication with parents of ELLs by utilizing Class Dojo, which translates messages into the home language of the parent. In addition, documents are translated for parents of ELLs into their home language. Furthermore, we utilize the translation and interpretation unit, for over-the-phone interpretation services.
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)?	At CS 112, ELLs are being included in planning and delivery of Culturally Responsive and Sustaining Education through literature, assemblies and instruction. Scholars have access to multicultural classroom library books. School-wide assemblies are presented by multilingual and multicultural presenters. Staff utilizes the home language of ELL scholars during 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?	None of the scholars at CS 112 are considered SIFE ELLs. Most of our ELLs with IEPs are at the Transitioning performance level, while one scholar is at the Expanding level. ELL scholars with IEPs are demonstrating intermediate and advanced levels in the modalities of speaking, listening and reading.

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?	The schools ILT considers all scholars when thinking about curriculum and how we modify curriculum at CS 112. We created a flow of the day that encourages engagement and participation for ELL scholars. The flow leaves room for project based learning and small groups that assist with push in ENL services. When planning as a grade for the curriculum there is dedicated space where ENL teachers add differentiations/modifications possible for ELL scholars.
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.	At CS 112 stand-alone sessions are taught by the ENL teacher, in which students are grouped according to their performance levels. During stand-alone sessions, the individual linguistic needs of ELLs are specifically targeted. ENL scholars' receive language support in a stand-alone session via art projects, role-playing, videos, visuals, songs, choral reading, writing responses, and Total Physical Response (TPR) activities. Stand-alone ENL sessions incorporates the same standards that are aligned with the school's programs. Integrated ENL classes are co-taught by a content area teacher and the ENL teacher. All six co-teaching strategies are utilized to meet the needs of all learners. During ENL integration, the ENL teacher delivers the same content as the content area teacher, utilizing standards- based curriculum, scaffolding, modified rigorous lessons and ENL instructional strategies for ELLs.
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.	The instructional strategies and grade level materials used to provide access to academic content areas and accelerate English language development are planed by content area teachers and ENL teachers together. Some but not all of the strategies are: setting up to Identify academic language demands(Particular words/phrases and structures essential for student understanding of the content), Pictorial support. Unloading vocabulary prior to lesson/student friendly definitions (2-5 words/terms per lesson for MLL). Attention to language function: What student should be able to do. Attention to language structures: How is the student expected to achieve this? Discussion on topic using sentence stems/accountable talk. Provide sentence stems for prompt on how to initiate response in speech/writing. Additional differentiation/scaffolds/ modifications based on students IEP. Use of smart board, laptops and tablets.
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?	At CS 112 ELLs with IEPs are given differentiated schedules for both integrated and stand-alone services based on language needs and IEP goals. Backwards planning is utilized to allow teachers the flexibility to differentiate and provide scaffolding for ENL students with IEPs. 3T instruction for all lessons is provided within a classroom to allow for station teaching so that all learners' needs are met. 3T is considered less need based and goal oriented so that individualized goals are met.

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?	At CS 112 we use TCWRP and Acadience as our initial screener for all scholars in grades K-5. In grades 2-5 we use a district wide MAP assessment. In addition to the two assessments above in September we administer a baseline writing assessment and baseline math assessment to begin to plan for the individual scholar.
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.	At CS 112, we try to engage scholars in multiple interventions to ensure we are addressing the whole scholars and their needs. We currently engage scholars in LLI, leveled literacy intervention program, LEXIA which is a computer based program that covers both Math and ELA, Imagine Learning which is tailored to ENL scholars, and SPIRE which is a phonics program. Scholars in grades 2-5 are provided i-ready as an intervention as well.
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 is a multi tiered approach to help struggling students by providing increasing levels of interventions to address academic and/or behavior concerns. At CS 112, the RTI process begins when the teacher recognizes a student that is struggling with a content area.
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?	At CS 112, TCWRP is our current MOSL which is administered formally three times through-out the year and informally on an on going basis. All scholars in grades 2-5 are given the MAP testing three times, at the beginning of the school year, middle and then end to determine growth. Teachers are encouraged to work collaboratively to create unit assessments both pre and post for each unit. CS 112 has focused on systems for ongoing informative assessments that allow for teachers to constantly take the pulse of the classroom.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Upon registering at CS 112 all ELLs are provided a home language survey. We currently have three trained staff members that conduct the survey with families. Based upon results from the surveys we hire interpreters if needed or ask staff that speaks the scholars home language to assist in testing. We also work with translation services to have written evaluations translated if needed.
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).	NYS Math and ELA exams MAP NYSESLAT TCWRP Acadience
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.	Ms. Latoya Walker - technology teacher and Ms. Samantha McHale first grade teacher work in conjunction with our ENL teacher to create testing schedule for all ENL scholars. We ensure the scholars testing times and dates work around their mandated services by strategically calendaring testing.

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	All teachers along with the ESL instructor provide ML/ELL students with IEP's the appropriate scaffolds, home language assessments, and materials so that teachers can provide instruction that will enable students to meet rigorous standards within the curriculum. All teachers work to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to being prepared for the next grade level and beyond. All teachers, in association and consultation with the ESL instructor are developed to support ELLs and MLs as they acquire content knowledge while also progressing towards English language proficiency. This is accomplished by having our educators work across the content areas to ensure that all students meet the standards set forth in our curriculum. ESL student engagement is maintained by making learning active instead of passive. In structuring a lesson, teachers are encouraged to make general learning goals specific to ESL student interests and a reflection of their culture. We focus on having them complete tasks and scaffold when need be their work to ensure that they do. Real world problems are assigned to them to have them draw connections to the work they are doing and the world around them. There are also opportunities to projects to engage that require research and work beyond the prescribed confines of the building
b. SIFE	N/A
c. Newcomer	At CS 112 Newcomer ELLs are partnered with other scholars with the same home language and scholars proficient in the English language. The ENL teacher ensures a supportive and welcoming environment. Graphic organizers, basic vocabulary and pictures/visuals are utilized for instruction.
d. Developing	At CS112, Developing ELLs are grouped according to their proficiency level. The instructional focus is social language and core vocabulary. The length of reading and written assignments are modified.
e. Long Term	N/A
f. Former ELLs up to two years after exiting ELL status	At CS 112, ELLs up to two years after exiting ELL status are immersed in small group reading lessons tailored to their individual needs. As per CR Part 154, former ELLs continue to receive services for an additional two years.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	At CS 112 we provide ENL services. Home language support is assessed through the Home Language Identification Survey. We provide home language support via oral and written communication. Staff members can speak the home language of our scholars or the translation unit is utilized.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	Well-designed and implemented PD should be considered an essential component of comprehensive teaching and learning. Our PD's help teachers support students to develop the knowledge, skills, and competencies they need to thrive at grade level and beyond. It begins with the ESL teacher conducting a PD with the staff to identify those students in specific classrooms who are ESL / ML. The individual needs of ESL/ML students are discussed during grade level meetings to familiarize teacher teams of considerations when planning lessons and deciding on differentiation/scaffold strategies. The ENL teachers at CS 112 are licensed and certified. Professional activities are organized at school, regional, borough, and city levels. In collaboration with our network , we engage in monthly, professional development. workshops to assist all teachers of ESL and ML students as well as administration and support staff. Topics include but are not limited to scaffolding, components of an integrated ESL program, co-planning, co-teaching, co-assessing, and co-reflecting for ESL students. RTI for ELLS and ML's is available as a PD. Designing and developing exemplary practices for ESL/ML students and translation / interpretation Unit provide training as well. Testing accommodation PD is made available to our testing coordinator. Formative and summative assessment for ESL/ML is made available throughout the district. As a part of cross curricular lesson development all staff engage in regular reflection on lesson planning and inclusion / accessibility in meeting learning targets. In collaboration with the ESL teacher, subject teachers plan effective lessons based on training obtained in PD. All teachers across disciplines receive training from the district in the form of PD's to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to being prepared for the next grade level and beyond. The ESL teacher prepares lessons with the grade level, subject teachers to ensure the work being done offers differentiated opportunity for work that is culturally significant and relatable. Information regarding teaching and learning as well as socioemotional growth obtained by the ESL teacher in ongoing PD offered throughout the school year is turn keyed with teachers during grade level meetings for their consideration and edification.
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).	As per the ESL policy and reference guide in which is included the new CR Part 154, New York State mandates that every general education teacher is to get 15% total hours (6 hours) and the ESL teacher 50% tootal hours (18 hours) of ESL specific professional development. We offer ENL professional development opportunities for all teachers and ESL teachers during our monthly PD sessions and our ESL teacher attends ESL workshops sponsored by the FSC.

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.	The Parent-Teacher Association (PTA) is actively involved in empowering the families of MLs/ELLs at CS 112. Our school offers workshops in both Spanish and English. The school counselor and parent coordinator partnered with the the organization, Project Hope, to provide information about healthcare. In addition to empowering ELL/MLL families with resources to healthcare and literacy, CS 112 also cares for the physical needs of our ML/ELL families by providing goods at our food pantry and encouraging physical fitness through Zumba. Pre-Kindergarten and Kindergarten families were also extended an invitation to join ParentCorps, as they introduced parents to a 4-part series on parenting.
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 ELL parents have the ENL teacher, parent coordinator, other staff members with a solid working knowledge literate in various languages to assist in interpretation and translation needs. The ENL teacher is also the school's L.A.C. (Language Access Coordinator) and annually distributes a list of typical teacher messages to parents in various languages so they are able to access the school's information. Parents of ELLs are provided with annual meetings virtually throughout the year, outside of the mandated parent orientation and other scheduled parent-teacher conferences. Parents are invited in to discuss the program offered here and how the results of their children's language proficiency assessments impact their academic achievements in all content areas. All members of our staff created Class Dojo accounts and had parents sign up. Whenever there is a meeting, the communication is placed on Class Dojo. Telephone calls, flyers, bilingual letters are also sent home. The school has a school website where important information is posted in all languages. Parents are assisted with any language communication hindrances, as interpretation is provided by the ENL teacher.

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.	NA

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).	At CS 112 we welcome ENL families with activities that both provide information about the school and our culture as well as we celebrate families and their scholars. Activities to assist newly-enrolled ELL students before the beginning of the school year are done mainly with our Community Based Organization and groups working in association with our school. Students and their families get to know the neighborhood and the city in which they now reside, taking advantage of those affiliations to become acclimated to their surroundings. At CS 112, we recognize the importance of celebrating different cultures as a means of helping our students embrace who they are and who they are becoming. Each culture is celebrated throughout the year with lessons and festivities planned to commemorate a specific day or event significant to the students and their families. There are ongoing and active acknowledgements of customs and ceremonies honoring the traditions of the children here. These activities are organized by the ESL instructor, our CBO, and our classroom teachers. Bulletin boards, hallway displays during the holidays, and festive attire to highlight special occasions all positively address the cultures and need for celebrating at our school. The ENL teacher facilitates alongside the family coordinator, the CBO, and the school administration at all meetings and celebrations. Classroom teachers assist in ensuring families have seamless communication between the ENL department and the teachers to provide the finest teaching and learning possible.
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.	Currently, at CS 112 we have 4 staff members trained to interview families upon registration. All staff greets families and conducts interviews one one one. Ms. Q Jones pre k teacher, Ms. I Mateo - ENL teacher, Ms. T Mena ENL teacher and Ms. A Washington IEP teacher are all trained to conduct home language surveys and interviews.

PART VII: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Tenee	Mena	ENL	NA	No	Yes
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a

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

First Name	Last Name	Title
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes

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
Fulani	1	.18	1	.18
English	474	87.29	469	86.53
Spanish	67	12.34	71	13.1
TWI	1	.18	1	.18

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
English	6	6
Spanish	7	7
Fulani	0	0
TWI	0	0

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.	As soon as a parent with a language other than English enters the school, they immediately see a welcome poster with the 9 major languages. When students are registered, their parents' home language is immediately recorded in the system. When meetings, including IEP/psychological evaluations are to be held, the school immediately addresses the need and provides the necessary assistance. If personnel is not on site, we consult the list of resources given to the school by the Department of Education through its Translation and Interpretation unit and take the necessary steps to ensure clarity in communication. In every day occurrences in the school, documents are translated in the language of the parents and given out at the same time as the English copies, so that they may know what is happening with their children in the school.

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.
School Calendar	Monthly	Staff members translate DOE Translation and Interpretation Unit
Updates to School Handbook	Monthly	Staff members translate DOE Translation and Interpretation Unit
Grade Newsletters	Monthly	Staff members translate DOE Translation and Interpretation Unit
Climate Newsletters	Monthly	Staff members translate DOE Translation and Interpretation Unit

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Back to School Night	2 annually	Over the phone translation and interpretation
Parent Teacher Conference	2 annually	Over the phone translation and interpretation
Monthly Parent Club Meeting	10 annually	Staff interpretation Over the phone translation and interpretation
NA	NA	NA

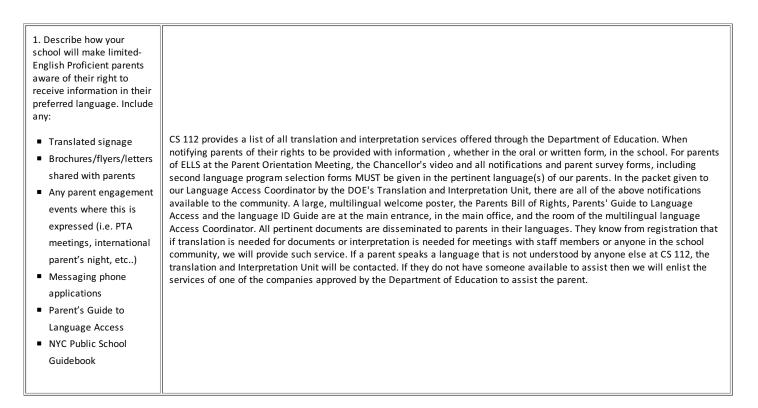|	
3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	The ENL teachers well as one school aide with proficiency in language other than English that are aware of protocols for interpretation will be able to access LEP students. All staff members will have copies of blue cards outline by the building response team. The translation unit will assist with over the phone interpretation.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Students are provided a translator or phone interpretation for a specific event. If a student requires a nurse/hospital visit a staff member accompanies the student who speaks that language. EMS is notified of language barrier so that hospital personnel are prepared for interpretation/translation. A parent is contacted and speaks directly to the child and is offered the opportunity when possible to attend an event or go to the hospital with the child via ambulance. Parents are provided with the number for interpretation/translations DOE number.
(C) If a parent has an emergency and needs to contact the school.	Families are provided a translator or phone interpretation for a specific event.

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	Explained, printed out, distributed, and signed for by all staff.
Over-the-Phone Interpretation Desk Aid	To those required to have it, explained, printed, distributed and signed for by staff.
Language Access Handbook	To those required, explained, printed, distributed, and signed for by staff.
T&I Unit InfoHub Link	To those required, explained, printed, distributed, and signed for by staff.

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).	Members from the Bronx Borough Support Center will assist with Professional Developments and learning to ensure staff is aware of what resources are available to them to assist families with translation services. Professional Developments that are offered will be attended by designated staff members who in turn will share (turnkey) said information to staff members at staff developments meetings.

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	CS 112 provides a list of all translation and interpretation services offered through the Department of Education. When notifying parents of their rights to be provided with information , whether in the oral or written form, in the school. For parents of ELLS at the Parent Orientation Meeting, the Chancellor's video and all notifications and parent survey forms, including second language program selection forms MUST be given in the pertinent language(s) of our parents. In the packet given to our Language Access Coordinator by the DOE's Translation and Interpretation Unit, there are all of the above notifications available to the community. A large, multilingual welcome poster, the Parents Bill of Rights, Parents' Guide to Language Access and the language ID Guide are at the main entrance, in the main office, and the room of the multilingual language Access Coordinator. All pertinent documents are disseminated to parents in their languages. They know from registration that if translation is needed for documents or interpretation is needed for meetings with staff members or anyone in the school community, we will provide such service. If a parent speaks a language that is not understood by anyone else at CS 112, the translation and Interpretation Unit will be contacted. If they do not have someone available to assist then we will enlist the services of one of the companies approved by the Department of Education to assist the parent.

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.	At CS 112 we will continue to send home parent surveys, telephone monitoring calls, and checklists at our face-to-face meetings to verify that the quality and availability or our services are of the highest standards. Ideally these systems give us immediate and important feedback from parents as well on the quality and availability of services here. The Parents' Association Team, the Parent Coordinator, the Language Access Coordinator, and school administration will carefully monitor this. Parents have been satisfied thus far with services the school has offered.
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.	We have included school messenger which communicates in families native language via phone or text message.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

<u>DIRECTIONS:</u> 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:	Cs 112
DBN:	11x112
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):	NOT conceptually consolidated (must complete 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:	1
# of certified ESOL/Bilingual teachers:	1
# 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	Scholars will be emerged in literacy practices that address multiple modalities. NYSELAT Data and NYS ELA results along with MAP scores and F and P will be used to create targeted instruction.
Rationale	To emerge our ENL population in literacy rich instruction, that targets their needs based on the four modalities.
Subgroups and grade levels of students to be served	ENL scholars in grades 2-5 will be serviced.
Schedule and duration	Wednesdays and Thursdays 2:30 to 4:30pm.
Language of instruction	The program will be instructed in English.
Number and types of certified teachers	1 ENL teacher will be dedicated to the program.
Types of materials	Teacher will use iready, teacher prepared materials and NYSELAT questions.
Include any additional details here:	n/a
The direct instruction component of the program will consist of (check all that apply):	,After School
Grades to be served in this program. Select all that apply.	,2,3,4,5

PART C: PROFESSIONAL DEVELOPMENT

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	See below
Rationale	To improve quality of instruction and support the teachers in growing their practice.
Teachers to receive training	Ms. Mateo and Ms. Mena will receive training to support ENL services.
Schedule and duration	TBD
Topics to be covered	iready targeted instruction Looking at data to inform instruction Text dependent questions to assist in accessing information Fluency Explicit instruction for vocabulary and instruction
Name of provider	iready staff developer DOE Administration from school
Include any additional details here:	n/a

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	See below
Rationale	To keep families informed of school wide practices as well as understanding their scholars growth.
Schedule and duration	Tuesday parent time Workshops throughout the school year
Topics to be covered	Understanding the NYSELAT How to help your scholar based on school wide data. Parent choice options Deepening Vocabulary Understanding
Name of provider	ENL Teachers YMCA
How parents will be notified of these activities	Flyers Class DOJO School Messenger Face to Face Conversations
Include any additional details here:	n/a

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	7310	After School Program
Purchased services -High quality staff and curriculum development contracts.	1218	Staff Development
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	3654	Materials and books
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	12182	

Allocation Amount ($):	12182
This school is (select one):	NOT conceptually consolidated (must complete 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.	At Cs 112 we strongly believe in developing all staff on a continuous basis. Staff is invited to join the professional development team which calendars the school years PD based on observations, staff surveys and curriculum moves within the school. We have work with consultants and different organizations to assist in providing high quality PD for all staff. We also receive support form the BCO to assist with promising practices.

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.).	At CS 112 we currently have a pre k program, and next year will welcome a 3k program. These programs being in house assist us with seamless transitions. We ensure teachers and staff conduct open houses with families and scholars, these open houses out line expectations for the grades. We allow the scholars to visit the upcoming grades so they get a feel of the room and what is new about their upcoming grade.

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 <u>may not</u> be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
YMCA	all students	Afterschool	

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.	The Y seeks to foster a culture of collaboration and shared leadership by forging strong relationships within the school. From the maintenance team to the parent coordinator to the lunch staff, the Y engages in thought partnership in relevant areas with designated school staff. All of these relationships are based first and foremost on a strong relationship with the principal. The CSD meets regularly with the principal to understand the CEP and discuss how to align our program offerings and partnerships with the overall educational priorities of the school, and facilitates collaborative planning meetings three times a year to engage in program planning and review. The CSD partners with the principal on major events, such as town halls, parent orientations, and Spirit Week. The CSD and principal also identify strengths and build cohesion on the role of the Y in pedagogy and instruction. At P.S. 112, both parties have determined that it is in the best interest of the school for the CSD to sit on the Instructional Leadership Team, which oversees grading policies and curriculum building. The CSD is an active member of the School Leadership Team (SLT), where they collaborate regularly with school administrators, teachers, and families to strategize about attendance, grades, discipline, resource needs, and other concerns. The SLT plays a pivotal role in implementing the CEP and shaping the direction of the school, and the CSD uses every opportunity to tie discussions to attendance improvement, family and community engagement, expanded learning time, and wellness and integrated supports. The CSD also convenes a weekly attendance meeting in which a team of administrators, teachers, and families examine the progress of students, both at the macro and micro level, and discuss ways to promote attendance, whether through new challenges and rewards, providing additional services to a student, or by reassigning success mentors to ensure a better match. The CSD presents weekly data on which cohorts or grades are improving and the team determines rewards for those showing the most improvement. The Y invites CBOs into the school and develops partnerships that strengthen bonds between the families we serve and the neighborhood resources at their disposal. To foster cohesion among CBOs offering services in the school, the Y participates in weekly CBO meetings at which all CBO representatives meet with the principal, guidance counselor, and special education coordinator to discuss space usage, program alignment, and student behavior across programs. This meeting often gives rise to case conferencing, as providers discuss the behavioral or academic challenges facing particular students and determine whether those students should be provided with additional services for support. Families play a critical role in the teams mentioned above, with family members sitting on teams in order to provide input and help shape decisions. Y staff strive to engage families as central figures in their children's education, and actively promote families getting involved. At our community schools, the Y also works with the principal and SLT to determine the best way for students to engage in decision making processes. At P.S. 112, the Y has organized a Student Council that meets regularly and takes leadership over designated school services, such as running the food pantry.
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.	Through our inclusive framework, the Y recognizes and honors families of all kinds and seeks to create a welcoming, trusted environment in which families can flourish. Within the community school space, we look to families as the primary support systems for children and essential partners in the Y's efforts to nurture mind, body, and spirit. As delineated in the Dual Capacity-Building Framework for Family-School Partnerships, we seek to empower families to engage with the school as co-creators, supporters, encouragers, monitors, advocates, and models. To achieve this, we focus on the following: · Capabilities: Families are supported in understanding the leadership structures and decision-making processes within the school so that they can better navigate school systems and take on roles in shaping the direction of the school. From workshops on accessing educational resources to family activity handouts to accompany after-school learning, the Y seeks to facilitate opportunities for families to develop the skills and knowledge they need to actively engage in the school and in their child's educational journey. · Connections: Y staff support families in building networks among themselves as well as with teachers and CBO staff. The Y creates spaces such as coffee groups in which families can come together to build community. Y staff also actively encourage families to engage in PTA meetings and/or to join special committees, such as event planning committees, where they can collaborate with teachers and build connections with other leaders in the school. Y staff also provide support during parent-teacher conferences, in order to facilitate three-way connections and conversation between the adults playing impactful roles in their child's education. · Cognition: The Y seeks to support all families in seeing themselves as their child's primary educator and advocate, and works to counteract any negative experiences families may have had with schools in the past. The Y partners with families by offering family members opportunities to be involved in and contribute to programs as volunteers, speakers, trip chaperones, etc. From making resources as linguistically and culturally accessible as possible to designing opportunities where families can identify the assets they bring to the school community, the Y seeks to shift family beliefs about what school engagement can look and feel like. · Confidence: Y staff uplift families as advocates for their children and their communities, creating opportunities for them to see the power of their voice within the school. One mechanism for doing this is surveying the families at the spring forum and making notable changes based on their feedback. We also create programs that are responsive to their needs in smaller ways. For instance, we have surveyed families about the topics they would like to learn about, and then hosted family workshops on those topics, such as violence prevention, nutrition, and accessing educational resources. This enables families to build confidence in their ability to have a positive impact in the school community.

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.	At C.S. 112, we will partner with Astor Services for Children & Families to educate children and parents about emotional wellness and early identification of children in need of mental health services, promote the engagement of families, establish physical environments that encourage children and families to participate in services when needed; and create processes that facilitate prompt referral and access to assessment and treatment that are grounded in evidence-based practices and framed in a three-tiered model of targeted, selective, and universal services. We will continue to partner with the Cornell EFNEP Program to offer hands-on, interactive workshops to help participants improve food and physical activity behaviors, food resource management, food safety, and food security. Programs will support participants in learning how to make food choices to improve the nutritional quality of the meals they serve their families. We will also partner with the NYU College of Dentistry "CariedAway" program to offer onsite dental services. Licensed dental hygienists will provide care under the supervision of a licensed dentist, including an oral screening to detect cavities, a dental cleaning, sealants, temporary fillings, topical fluoride, and personalized oral hygiene instruction. Services: The Y has longstanding partnerships with social work schools across the city, such as Fordham University Graduate School of Social Service, and will place MSW interns in the community school to provide support services to participants. MSW interns work with youth and their families to connect them with resources within the school and community. MSW interns play an essential role in assessing situations, providing interventions, and directing youth and families to resources provided through public benefits, city agencies, and CBOs.
Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions–including Success Mentors–to chronically absent students, and draw on community resources for support with removing barriers to attendance. For support, you may access strategies **here**.	The Attendance Coordinator convenes weekly attendance meetings with guidance counselors, the CSD, the Parent coordinator, the Principal, Assistant principal and others, where we discuss attendance patterns, both individually and by cohort, and develop interventions. Our interventions include both proactive measures to inspire regular attendance, and measures designed to address barriers to attendance. The attendance team creates regular attendance challenges, wherein students who are present for the selected time period of 30 days can participate in special activities such as the Slime Museum. We also offer attendance bonuses throughout the year, with select time periods in which students who qualify earn different age appropriate awards such as extra free time or a treat. The Y has also used data to identify trends and adjust attendance challenges accordingly: after data revealed that attendance dips before or after 3-day weekends, we planned attendance bonuses around holiday weekends in order to combat this trend. Overall, the classroom experience is designed to motivate attendance by using an SEL approach to teaching and discipline, and providing supportive encouragement for positive attendance, behavior, and grades. Recognizing that attendance is often tied to barriers facing the family, the Y uses success mentors to provide additional supports to students who are struggling with absenteeism. Success mentors are key to reducing disparities between groups, providing more intensive support to the students facing the most barriers. Success mentors check in regularly with students and call home to check in with families as needed. Outreach to families is tracked and discussed in the Bi-weekly sub attendance committee meetings. The Y and our partners also provide a range of supports to families, including referrals for housing, access to educational programs such as high school equivalency, ESL, or workforce training classes, parenting workshops, and more. CS 112 alongside the YMCA has created a success mentor program for scholars falling into the chronically absent range. The mentors are provided with 10 scholars to connect with daily, celebrate accomplishments, and build relationships with families. The mentors meet twice a month with the YMCA director and guidance counselor, check-in on scholars and possible graduate scholars from the program. We discuss incentives for most improved and more strategic plans for scholars making no growth.

Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.	

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.